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ABSTRACT

This guide was prepared to include motor development activities that supplement the regular physical education curriculum; it was written primarily for teachers of children with learning problems, but may also offer ideas to any teacher wishing to broaden the motor development experiences in the regular physical education program. The guide is divided into nine chapters: (1) an overview with goals and requirements; (2) motor development analysis and assessments; (3) warm-ups and physical fitness activities; (4) perceptual motor activities; (5) manipulative aids, such as parachutes and jump ropes; (6) stunts, tumbling, and apparatus activities; (7) movement to music; (8) integrating academic subjects and physical education; and (9) inclement weather activities. The various activities suggested for each of the units of study in the physical education curriculum guides are related from the standpoint of skill and are arranged in order of difficulty from simple to complex. An appendix includes a glossary of terms, audio-visual materials suitable for physical education, and a bibliography. (SK)

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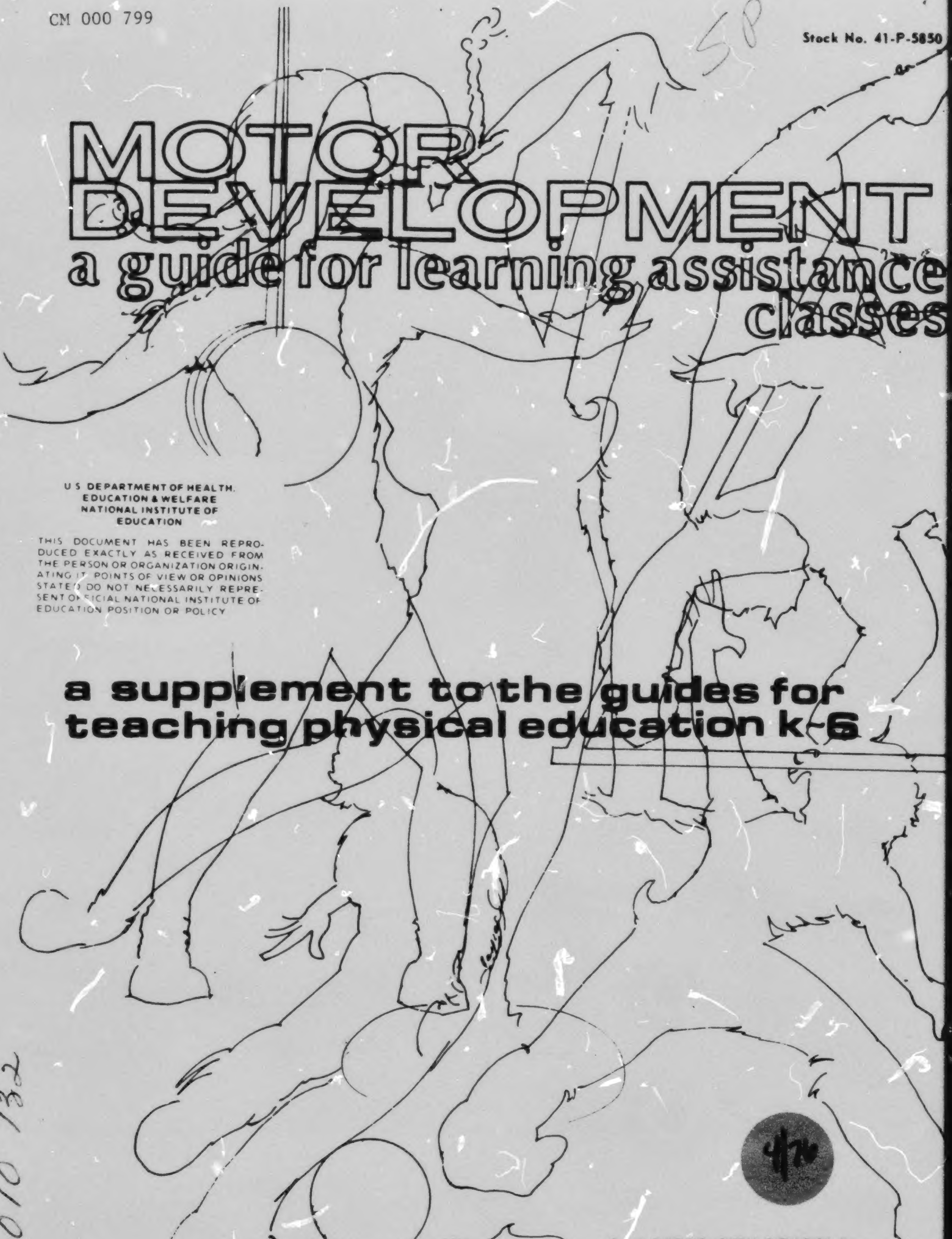
MOTOR DEVELOPMENT

a guide for learning assistance classes



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a supplement to the guides for teaching physical education k-6

SAN DIEGO CITY SCHOOLS
SAN DIEGO, CALIFORNIA
1974

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MOTOR DEVELOPMENT: A GUIDE FOR LEARNING ASSISTANCE CLASSES

Supplement to Guides for Teaching Physical Education, K-6

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San Diego City Schools
San Diego, California
1974
Unedited

PREFACE

This guide has been prepared to include motor development activities which supplement the regular physical education curriculum. It was written primarily for teachers involved with children with learning problems, but may also offer ideas to any teacher wishing to broaden the motor development experiences in the regular physical education program.

It is believed that, in order to develop to their full potential, children must be involved in a functional, sequential and purposeful motor development program with numerous, well-planned, well-taught learning experiences.

This guide, used in combination with the curriculum guides and other physical education publications, will provide teachers of children with developmental and learning problems a large variety of activities and suggestions to help children progress at their own levels of development.

This guide will be evaluated through curriculum workshops and a survey of teachers who use it. Please take into consideration the fact that this guide has not been thoroughly edited. Corrections or suggestions for improvement should be directed to the Specialist in Health and Physical Education, Programs Division, Education Center.

Jack Price
Assistant Superintendent
Programs Division

CONTENTS

Page

OVERVIEW 1

Point of View 2
State and District Goals and Requirements 3
Health and Safety 5
Noon and Recess Play Activities 6
Playground Equipment and Supplies 10
Planning the Instructional Program 12
Teaching Physical Education 21
Evaluation 32

MOTOR DEVELOPMENT ANALYSIS AND ASSESSMENTS 39

Physical Education - A Substitute for Hyperactivity and Violence 40
Out-of-School Activities Beneficial to Children Who Need Gross Motor Training 43
Principles of Body Movement 44
Fundamental Skills 45
Skill Techniques 46
Minimum Level of Achievement in Skills Development 49
Growth and Development 51
Motor Development Tests and Assessments 63

WARM-UPS AND PHYSICAL FITNESS ACTIVITIES 95

Warm-ups and Conditioning Exercises 95
Physical Fitness 103

PERCEPTUAL MOTOR ACTIVITIES 141

Body Image 142
Spacial Orientation 146
Balance 153
Hand-Eye Coordination 165
Eye-Foot Coordination 169
Gross Motor Coordination 173
Fine Motor Coordination 183
Shape Discrimination 187
Perceptual-Motor Markings 190
Supplies for Motor Development Activities 195

MANIPULATIVE AIDS 197

Rhythm Balls 198
Parachute 206
Bean Bags and Yarn Balls 212
Hula Hoops 218
Jump Ropes 223
Rhythm Sticks and Wands 235

Page

STUNTS, TUMBLING AND APPARATUS ACTIVITIES 241

Stunts and Tumbling Activities 242
Apparatus Activities 263

MOVEMENT TO MUSIC 273

Techniques and Practices in Movement Education 274
Small-Group Folk Dances 286
Recordings That Lend Themselves to Creativity 287

INTEGRATING ACADEMIC SUBJECTS AND PHYSICAL EDUCATION 289

INCLEMENT WEATHER ACTIVITIES 297

Inclement Weather Games 298
Improvisers To Have on Hand 313

APPENDIX 315

Glossary of Terms 315
Audio-visual Materials Suitable for Physical Education 318
Construction Directions for Physical Education Supplies 327
Physical Education Supply List for
Development of Basic Motor Skills 334
Bibliography 337

OVERVIEW

POINT OF VIEW

A planned program of physical education is based upon needs, interests and abilities of children. Such a program;

- Includes preparation to insure the instruction and evaluation necessary for desirable pupil progress.
- Provides many opportunities for developing understandings about health.
- Recognizes free play as one part of physical education which requires careful planning and unobtrusive guidance.
- Provides the maximum amount of physical activity within each child's range of capabilities and interests.
- Provides for safety as it relates to all activities.
- Evaluates outcomes of the physical education program in terms of pupils' physical growth, social growth, mental development, positive leadership ability, creative expressions, skills in fundamental movements, ability to engage in vigorous, enjoyable participation, and ability to follow instructor.

The Teacher Will:	The Principal Will:	The Resource Staff, School and District Will:
- Be responsible for the instruction in physical education activities given to his class.	- Plan for an adequate physical education program at the primary level.	- Provide for guidance consultation and demonstrations to meet immediate needs of a particular school.
- Allow for pupil-teacher planning and evaluation.	- Arrange for facilities and supplies needed for the instructional program.	- Keep the teaching staff up to date on current trends and developments in elementary physical education.
- Be alert to growth needs of individual children.	- Encourage teachers' use of the prescribed curriculum program.	- Call the teachers' attention to in-service opportunities.
- Confer with the school nurse and review health records for each child to determine suitable physical education activities.	- Provide constant maintenance of playground apparatus, equipment and supplies to insure safe play.	
- Look upon physical education as a vital part of the educational process.	- Evaluate continuously the instructional program, as well as noon and recess programs, with the teachers and resource staff.	
- Be responsible for the teaching of safety as it relates to all activities.		

STATE AND DISTRICT GOALS AND REQUIREMENTS

GOALS

The goals and objectives of the San Diego City Schools physical education program are based upon the five general goals for physical education that are listed in the Physical Education Framework for California Public Schools.*

- To develop efficient and effective motor skills and to understand the basic principles involved.
- To develop and maintain the best possible level and performance, understanding and appreciation for physical fitness to meet the demands of wholesome living and emergency situations.
- To develop socially desirable behavior involving movement in interactions with others.
- To develop awareness and understanding of the body and its structure, function and movements as parts of the whole person and as important means of expression.
- To develop interest and proficiency in using the skills essential for successful participation of worthwhile physical recreation activities.

REQUIREMENTS

Physical Education: A State Requirement. The adopted course of study for Grades K through 6 shall include instruction beginning in Grade K and continuing through Grade 6 in physical education. Education Code, Section 8551 states: "...physical education, with emphasis upon such physical activities for the pupils as may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period."

Exemption from Instruction. The governing board of each district may grant temporary exemption from courses in physical education to pupils who are ill or injured where a modified program to meet the needs of the pupils cannot be provided, and to pupils while enrolled for one-half or less of the work normally required of full-time students. (See Education Code, Section 8702.)

District Course of Study. The district course of study in elementary school physical education is adopted by the Board of Education annually. It is presented in the current edition of the *Course of Study for Elementary Schools*, San Diego City Schools.

**Physical Education Framework for California Public Schools* (Sacramento, California: California State Department of Education, 1973), Wilson Riles, Superintendent of Public Instruction.

HEALTH AND SAFETY

Health education and physical education have a common goal: The development of optimum health for every person.

Health education is the study of the body as a whole and how it functions as an interdependent organism. It encompasses the study of the body parts, the interrelated body systems, nutrition and hygiene. Effective health education is dependent on appropriate classroom environment and instructional activities.

Physical education is concerned with vigorous living and movement of the body in the most efficient way. Effective physical education is dependent on vigorous physical activities for specific purposes as outlined in the course of study and teacher's guides.

The highest type of physical performance is dependent upon the effective functioning of the body as a whole. "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity."* With this idea being fundamental to any well balanced physical education program, physical education makes a major contribution to the school health program.

OBSERVING FITNESS OF CHILDREN

Before allowing children to participate in activities, a teacher should look for signs of fatigue. Unusual paleness, an appearance of drowsiness, or unusual nervousness or irritability--all may be evidence that the child is in more need of rest than of physical activity.

POSTURE

Posture education is the responsibility of the entire school staff. Desirable posture should be encouraged at all times and in all places.

Any child who is observed to be in need of specialized assistance should be referred to the school nurse and the principal.

All teachers should help pupils develop good habits of sitting tall, standing tall, and walking tall. At the primary level there is a great need for stretching, reaching, and careful development of muscle control.

The teacher helps the children develop good posture habits and attitudes as she:

- Sets an example of good posture.

- Makes use of pictures which show children either sitting, standing or walking with well-poised bodies.

- Alternates rest and relaxation with activity.

- Prevents children from getting fatigued and sitting too long.

- Teaches children to select a comfortable chair at a table of the proper height.

Classroom furniture of proper size contributes to better posture.

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*From the Preamble of the Constitution of the World Health Organization, 1946.

DISTRICT PROCEDURES COVERING CLASSROOM AND PLAYGROUND HEALTH AND SAFETY

District Procedure No, 2330, Illness, Injuries and Health Emergencies

Note to the teacher: In case of serious injury or illness, do not attempt to move the pupil. Follow good first-aid practice while sending for assistance.

The principal's office should be notified immediately in case of an accident to the pupil, the teacher, or other school personnel involving possible sprains or fractures; suspected injuries to eyes, nose, mouth or head; or any other injury about which the teacher is apprehensive. In such cases the principal must file a "Formal Report on Accident." Therefore, it is a good policy to take the names of witnesses and get as much information as possible concerning the accident.

District Procedure No. 2780-1, Eye Protection, Students and Personnel

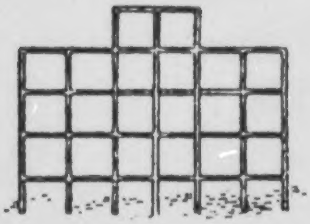
"Students who wear eyeglasses are programmed away from contact sports, but in situations where danger of breakage exists, must wear eyeglass protectors. Students are instructed in the use of, and must wear, soft or hard ball masks at all times when catching behind the bat."

* * *

Primary children, K-3, are not allowed to play official softball, but they do play lead-up games with no bats.

SAFE USE OF PLAYGROUND EQUIPMENT

The teaching of safety is an important phase of the physical education program. Many opportunities are provided for developing proper attitudes and practices while teaching the correct skills. Daily observation and checking on safety practices are important.

Apparatus	General Suggestions for Use*	Safety Precautions
Jungle Gym 	Climbing. Hanging by knees. Chinning. Hand walking. Climbing feet toward hands. Hanging from hands. Crawling horizontally.	Have secure position at all times. Follow the rule of three: - Hold on with at least two feet and one hand or two hands and one foot. - Touch others on the apparatus only when giving assistance. - Never hurry.

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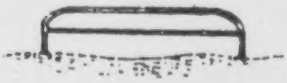
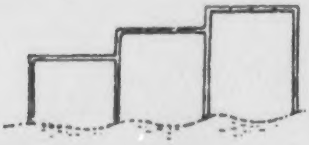
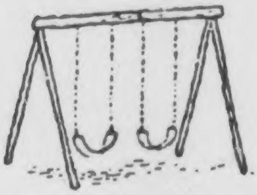
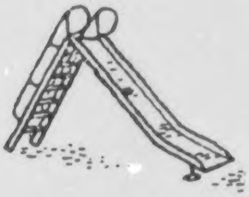
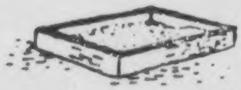
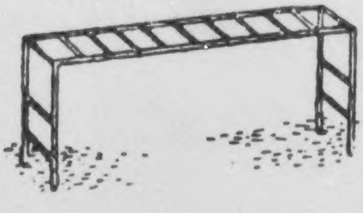
*All equipment can satisfactorily be used in circuit activities. See p. 105.

Low Turning Bar 	Climbing, Hanging from hands, Hanging in inverted position. Crawling through the spaces,	Follow the rule of three (see above). (Only a limited number of children participate at one time.)
Horizontal Bars 	Climbing. Chinning. Mounting, swinging, and dismounting. Hanging by hands. Hanging by knees. Balancing.	Grasp the bar with the whole hand. Await your turn a safe distance from the apparatus. Do not touch another child on the bar except when assisting and with his knowledge.
Swings 	Sitting in swing and swinging forward and backward.	Swing one at a time. Do not stand on the swing. Stop swing before getting out. When leaving swing area, do not walk in front or behind the swings. Secure swings out of the way when posts are used for climbing.
Slide 	Sitting down facing with the chute and sliding feet first.	Only one child should be on a step at a time. Face steps when climbing ladder. Wait on third step until the child at the top starts down the chute. Use guard rail until ready to slide. After sliding, get out of the box quickly. Do not perform stunts on the slide.
Sandbox 	Digging, building, and playing with sand and small toys. Balance beam activities.	Do not throw sand. Step carefully. Dig carefully. Empty sand from clothing when leaving sandbox.
Horizontal Ladder 	Hanging by hands. Side rail travel. Swing to drop. Double rail travel. Chinning. Skip rail travel. Double outside rail travel.	Await your turn a safe distance from the ladder. Travel on the horizontal ladder in one direction only. Never touch another child who is performing. Drop with knees slightly bent when getting off ladder.

NOON AND RECESS PLAY ACTIVITIES

ADVANTAGES OF ORGANIZING SUITABLE ACTIVITIES

The noon and recess periods provide time for worthwhile activities and offer children an opportunity to develop skills and interests that carry over into out-of-school leisure time.

When organization of the noon recess periods is lacking, free play results in many unnecessary arguments, rough play, and foolish play. This may lead to accidents and some very unwholesome attitudes toward play.

It must be remembered that noon and recess periods provide opportunities for each child to get a drink of water or attend to his personal needs. Organized activities should never interfere with a child's freedom to attend to those needs.

PLAYGROUND ASSIGNMENTS

Individual schools have the responsibility for organizing the playground assignments for the noon and recess periods. The following suggestions may be of assistance in providing an adequate variety of activities:

- Definite playground areas may be assigned to each room. The teacher should work with the children on the activities chosen for the week. If ball monitors are used, they should meet the children at the area assigned, with the supplies ready for use.
- The available space may be divided into areas according to types of activities. This plan makes it possible for children who arrive first at the playground to go to an area of their own choosing. When a child has selected an area, he must remain there until the play period ends. All children must receive adequate instruction in activities for each area. Continuous evaluation is necessary.
- A quiet game area may be provided. On occasion children do not feel like playing the more strenuous games and need a place to rest or to participate in quiet games.

Each teacher should feel primarily responsible for her own class' participation and skill in the noon program. She should see that they know the games and where they are to be played. The children should have a great variety of activities.

CHAIRMAN'S RESPONSIBILITIES

The games program should be coordinated through the chairman who is responsible for the noon schedule of activities and area assignments.

The chairman should post a copy of the noon schedule in the office and give each teacher two copies, one for the bulletin board and one for the file.

Personnel on yard duty should have a copy of the activities, rules and site procedures assigned so that they can check on individuals and speak with authority when decisions need to be made.

Grades 1 and 2 should be scheduled to share the apparatus. (The third grade classes may use this equipment during the physical education period.)

GAME LEADERS

The purposes of organizing game leaders are to:

- Assist children in the primary grades to have a safe and happy time.
- Assist children in the upper elementary grades to develop responsibility and leadership.

Leaders are selected from upper-grade classes. A primary teacher chairman provides the necessary leadership training and instruction for various activities to be used.

The manner of using game leaders varies from school to school. Often two groups of leaders alternate duties, serving two weeks and playing the next two weeks.

Some provision should be made for a substitute in case the regular game leader is ill.

The responsibilities of game leaders assigned to primary children are to:

- Obtain supplies needed for activities.
- Get activities started quickly and keep them going.
- Use a kind and helpful manner with small children.
- Use interesting ways of getting children lined up.
- Make decisions when necessary with reference to rules of games and taking turns.
- Report discipline problems to the yard-duty teacher.

For traits of leadership, refer to the San Diego City Schools publication, *Individualized Learning Activities and the Use of Differentiated Staff in Teaching Physical Education in Grades K-6* (Stock No. 41-P-5800), pp. 75-76.

SUITABLE ACTIVITIES FOR NOON AND RECESS PLAY

Noon and recess are among the most difficult times of the day for the child with learning difficulties. Not only must he be able to cope with the expectancies of the regular program, but he must also learn how to "get along." It is the school's job to help this type of child progress in learning how to handle these situations. It is important for the teacher to keep in mind that noon and recess times are proving grounds for the skills and attitudes developed during physical education.

Teachers in the field have found the following procedures helpful:

1. If game leaders are used, make sure they are of the highest quality. Rotate their responsibilities often.
2. Plan activities that keep as many children active as possible.
3. Try to have enough equipment available so that each child can have his own.
4. As early as possible, integrate children with learning difficulties into the regular program. This can be accomplished by determining the needs of the individual and placing him in a situation where he can succeed, and by dividing up the class to participate with other classrooms.
5. Stress "getting along" with the group and following the rules.
6. Many types of marginal games prove successful for the child with learning difficulties. Many games of this nature can be found in the San Diego City Schools' *Guide for Teaching Physical Education, Grades Three and Four* (Stock No. 41-P-3201).
7. It has proved extremely helpful to the teachers' total day if they make a personal appearance on the playground during noon and recess play, often organizing or joining in an activity.
8. Have a number of individual activities in which a child can participate in a certain assigned area; for example, using a plastic scoop and a bean bag.
9. The activities listed below lend themselves to maximum participation during an organized activity period. (See *Guide for Teaching Physical Education, Grades One and Two* (Stock No. 41-P-3101), San Diego City Schools.

Ball-Handling, Unit 1

Call Ball
Circle Beat the Ball
Line Roll Ball
Line Up
Place Kickball

Ball-Handling, Unit 2

Circle Team Pin Ball
Fongo
First Ball
Run the Ball
Team Dodge Ball
Ten Points Up

Running, Unit 1

Colored Eggs
Cut the Pie
Fire Engine
Hill Dill

Running, Unit 2

Center Touch
Harbor
Space Ships
Two Deep

Jump Rope, Unit 1

Combination of Individual Jump Rope Activities
Crossing the Brook
Individual Jump Rope

Jump Rope, Unit 2

Back Door
Front Door
Combination of Both
Long Rope Jump

Apparatus

Individual use of:

- Jungle Gym
- Horizontal Bars
- Horizontal Ladder
- Swings

PLAYGROUND EQUIPMENT AND SUPPLIES

EQUIPMENT

All playground equipment should be inspected regularly to detect any disrepair and to provide for proper maintenance. Necessary circles, lines and game courts should be clearly marked. The playground should be kept neat and clean. Swings should be hung daily by an adult. If snaps do not close securely, the swings should not be used. Children should be instructed not to alter the height of swings.

CARE, MAINTENANCE AND STORAGE OF SUPPLIES

It is important to see that all physical education supplies are always in safe and satisfactory condition for use. With proper maintenance, supplies will last longer and give maximum service.

Important points to observe in caring for supplies are:

- Routines should be followed for marking, issuing and returning supplies.
- Each supply should be returned to its own place.
- A list of all supplies should be compiled and kept up to date. A copy should be given to teacher and one copy placed in the supply room.
- Balls should be stored in a cool, dark place.
- There should be regular inspection of supplies at a fixed time during the year.
- Balls should be inflated to the correct pressure and kept at this weight.

NOON AND RECESS SUPPLIES

If supplies for the school are not centrally located, each classroom teacher should have available the following supplies in her room.

A classroom of 30-40 children should have:

2 soccer balls
1 volleyball
  (2 volleyballs for upper grades)
1 utility ball
6 8-ft. jump ropes
2 15-ft. jump ropes
2 bowling pins or traffic cones
6 bean bags
2 small rubber balls
4 sets of jacks
1 set of 4 bases

For a classroom of 10-20 children, the following supplies are recommended:

1 soccer ball
1 volleyball
1 utility ball
3 8-ft. jump ropes
1 15-ft. jump rope
2 bowling pins or traffic cones
4 bean bags
3 sets of jacks
Bag of tennis balls, one for each child

PHYSICAL EDUCATION SUPPLIES

The supplies listed below are recommended for a well-rounded physical education program. All items may be ordered through the district's *Standard Stock Catalog.*

The list is based on a classroom of over 30 children. Since economy dictates that the entire school or several classrooms share supplies, centrally located storage should be provided.

When two or more classes are scheduled for physical education instruction at the same time, it will be necessary either to duplicate the supplies listed or to plan the program so that both classes are not simultaneously engaged in the same activity.

Balls

36 rhythm balls
6 volleyballs
6 soccer balls
6 utility balls

Jump Ropes

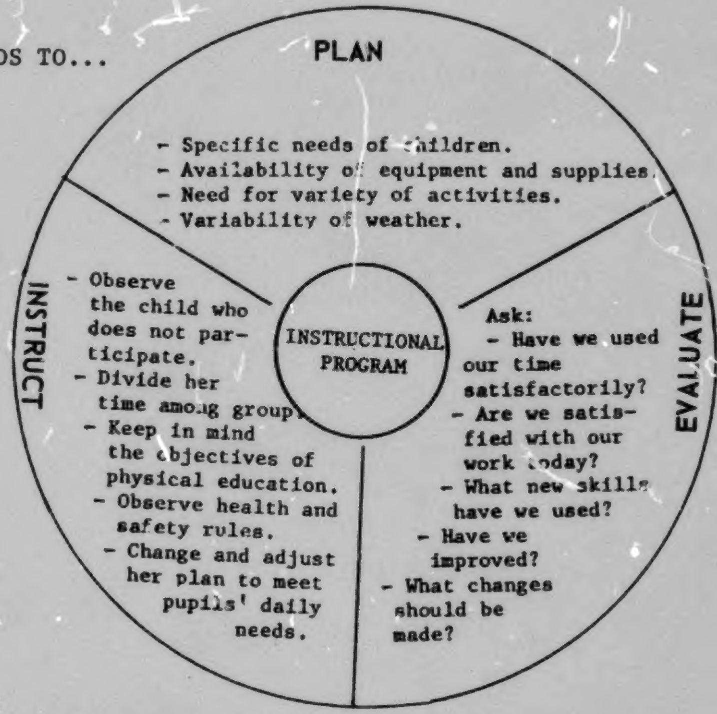
36 individual jump ropes
8 long jump ropes

Miscellaneous

2 sets of 4 bases
4 bats
2 masks
2 eyeglass protectors
2 nets
8 deck tennis rings
12 traffic cones
36 bean bags
36 yarn balls
36 hula hoops
1 parachute

PLANNING THE INSTRUCTIONAL PROGRAM

THE TEACHER NEEDS TO...



PLAN

- Specific needs of children.
- Availability of equipment and supplies.
- Need for variety of activities.
- Variability of weather.

INSTRUCT

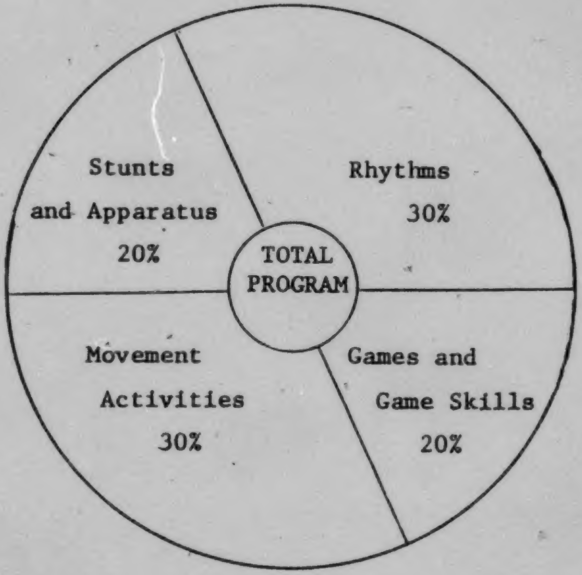
- Observe the child who does not participate.
- Divide her time among groups.
- Keep in mind the objectives of physical education.
- Observe health and safety rules.
- Change and adjust her plan to meet pupils' daily needs.

EVALUATE

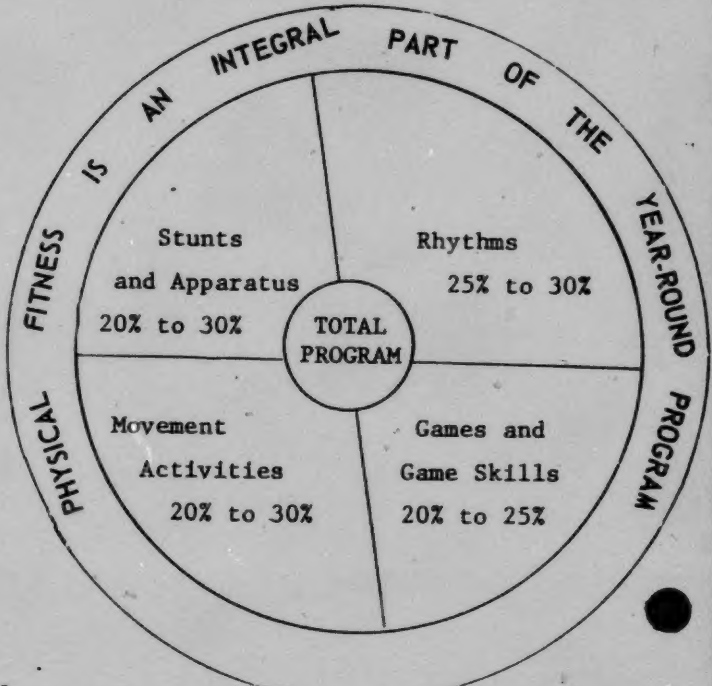
Ask:
- Have we used our time satisfactorily?
- Are we satisfied with our work today?
- What new skills have we used?
- Have we improved?
- What changes should be made?

Approximate Percentage of School Year Time Spent in Balanced Activities

Primary Grades



Upper Grades



STAFF UTILIZATION

When planning instruction in physical education, there are a number of methods of grouping the class or classes and utilizing the staff to consider:

- Same grade level. In this type of organization several teachers at the same grade level combine their classes. This method provides an opportunity to strengthen ability grouping, utilize squads, or otherwise meet the needs of children. In this organization, teachers who can best meet the needs of a particular group or activity can be so assigned.

- Multigrade grouping. If several multigrade classrooms combine using the block-level techniques, teachers have a greater opportunity to create more defined ability groups. All pupils are ranked according to ability, and the number of rankings is determined by the number of classrooms involved to give each teacher one level of ability (e.g., high, medium or low). Each teacher can then form subgroups according to ability, keeping in mind that the grouping should be flexible. As the skill changes, many times the ability level changes, and children should be regrouped.

- Age-level grouping. Combine the children of several classrooms and group them according to their ages. Each classroom teacher involved takes one of the age levels. These age-level groupings could then be regrouped according to the ability level of the children.

- Ability grouping. Regardless of the age or grade level of the children, all are ranked according to their ability to perform the specific skill being stressed. Children may be divided into high, medium and low ability groups, with each teacher involved taking one section and regrouping to better meet individual needs.

- Separate by sex. Combine classes, but separate boys and girls. Some teachers may want to use this type of grouping when working on a specific skill or physical fitness activity.

- Teacher's strength or interest grouping. Group to make better use of the teacher's strength or interest. If three classrooms are involved, three subjects can be covered. Children can be ranked according to ability and rotated through a cycle. The groups are rotated through all subjects with all children receiving the benefit of the teacher working at her strength.

- Teaming. The basic characteristic of the team-teaching plan is that each teacher utilizes his strength in a particular element of physical education and teaches this element to all children involved on a rotating weekly schedule. All types of block-level grouping can be utilized by a team of teachers. The advantage of this plan is that children receive a well-rounded program of activities because classes are redeployed from original groupings in a variety of ways in order to meet instructional needs.

To discover the achievement level of each child it would be helpful to refer to the guide, *Individualized Learning Activities and the Use of Differentiated Staff in Teaching Physical Education in Grades K-6*, San Diego City Schools, 1971 (Stock No. 41-P-5800) when planning the instructional program.

PARAPROFESSIONALS

Paraprofessionals are used to aid the teacher and to reduce the adult:pupil ratio. Paraprofessionals may assist the teacher in:

- Organizing the program, once the teacher has initiated the activities.
- Exercising or warm-up activities.
- Testing and evaluation.
- Setting up activities such as circuits and obstacle courses.
- Securing needed equipment and supplies.
- Working with ability groups.
- Working with individuals on specific skills.
- Preparing of visual aids.

Use of paraprofessionals in the physical education program can release the teacher from a number of nonteaching tasks, allowing more time to be spent on individualization of pupil instruction.

PUPIL LEADERSHIP

The very nature of the physical education program suggests many jobs which can be assigned to pupils to give them real opportunities to assume responsibility. They can help in:

- Organizing equipment. Obtain, arrange and return equipment for the day.

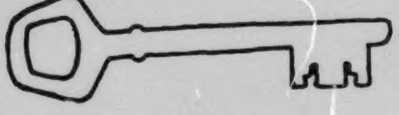
- Leading the squad. Depending on the ability of the leader, responsibilities in this area vary from keeping the squad in proper order to supervising skills.

- Officiating. Children are best used in the capacities of timer-scorekeepers and base officials rather than as umpires or referees.

- Demonstrating warm-ups or game techniques. Lead games or exercises.

Quality of leadership should be stressed at all times. Children can accept responsibility in varying degrees, and it should be delegated accordingly and voluntarily rotated. Proper in-service training is of major importance for pupil leaders.

While children gain from leadership experiences, care must be taken that the leaders are not kept too busy to participate.

PLANNING IS THE 

Planning, the most important part of the total well-rounded program, is the teacher's responsibility. Planning adds continuity to the program, offers varied activities, and stimulates enthusiasm. It also gives direction to the work and enables progress to be measured,

In planning the over-all program YOU must make some decisions and calculations using the guides available and the organization and planning charts on the following pages. Charts for Grades K-3 are on pp. 16 and 17; charts for Grades 4-6 are on pp. 18-19.

Decisions which must be made involve the following steps:

1. Determine the activities in which you want your class to participate.
2. Organize these activities into time blocks: bimonthly, monthly, six-weeks, etc.
3. Choose the time of day you plan to teach physical education.
4. Plan your weekly schedule to keep children's activities progressive, varied and active.

The following sequence should be followed in planning the year's physical education activities in advance:

1. After completing Step 1 above, follow the units suggested in the physical education guide for your grade level and fill in Chart A. (Grades K-3, p. 16; Grades 4-6, p. 18).
2. After thinking about Step 4, above, and looking at the Sample Weekly Lesson Plans, fill in your own plan on Chart B (Grades K-3, p. 16: Grades 4-6, p. 18).
3. Now is the time to plan the first unit. Chart C is a sample four-week unit plan which follows the Sample Weekly Lesson Plan and uses:
    - (For Grades K-3) Ball-Handling, Unit II, *Guide for Teaching Physical Education, Grades One and Two.*
    - (For Grades 4-6) Kicking and Striking Unit, *Guide for Teaching Physical Education, Grades Five and Six.*
4. Make detailed lesson plans for the unit.
    - (For Grades K-3) Chart D, p. 17, shows a detailed two-week lesson plan based on skills and activities from Ball-Handling, Unit II.
    - (For Grades 4-6) Chart D, p, 19, shows a detailed two-week lesson plan based on skills and activities from the Kicking and Striking Unit.
5. Remember to include a duplicate copy of the weekly lesson plans in your substitute folder for use in case you are absent.

PLANNING AND ORGANIZATION CHARTS FOR GRADES K-3

CHART A. Overall Yearly Plan

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE

Sample Weekly Lesson Plans

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Skill activities	Game	Rhythmic activities	Apparatus and equipment	Continuous movement activities
Rhythmic activities	Perceptual motor development	Skills	Game	Working on noon and recess games and procedures

CHART B. Weekly Lesson Plan

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

CHART C. Sample Four-Week Unit Plan

Plan based on;

- First Sample Weekly Lesson Plan (p. 16).
- Ball-Handling, Unit II, *Guide for Teaching Physical Education, Grades One and Two.*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Skills of Run the Ball	Game - Run the Ball	Creative rhythms and "Old Brass Wagon"	Outside equipment	Relays
Skills of Fongo	Fongo	"Old Brass Wagon," "Marausaki"	Jump ropes	Circuit
Skills	Team Dodge Ball	Rhythm balls and lumni sticks	Stunts and tumbling	Obstacle course
Skills	Fist Ball	Adapting dances to the parachute	Outside equipment	Relays

CHART D. Detailed Two-Week Lesson Plan for Grades K-3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Warm-ups Set up three stations. Rotate every five minutes: -Throwing around the bases. -Kicking into the backstop -Kicking and fielding.	Warm-ups Run the Ball, p. 121 (equipment-kickball)	Sign up for auditorium. Warm up to music, "Mod Marches." Teach dance-"Old Brass Wagon," p. 129.	Warm-ups Discuss safety and what you can do on the jungle gym.	Warm-ups Relays - Kick-Catch-Carry p. 141; Goal Ball, p. 137
Warm-ups Two squads: -Rolling at pin -Kicking and fielding (10 min. stations)	Warm-ups Fongo, p. 123. (equipment - pin, kickball)	Sign up for auditorium. Warm up to music, "Movin" Review "Old Brass Wagon." Teach "Marauski" p. 130.	Warm-ups Use individual jump ropes. Shadow practice and timing techniques	Warm-ups Set up circuit for ten stations Allow 15 minutes continuous movement activity

PLANNING AND ORGANIZATION CHARTS FOR GRADES 4-6

CHART A. Overall Yearly Plan

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE

Sample Weekly Lesson Plans

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Skills	Game	Rhythms	Apparatus and gymnastics	Physical fitness activities
Physical fitness	Skills	Game	Rhythmic activities	Gymnastics or fitness

CHART B. Weekly Lesson Plan

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

CHART C. Sample Four-Week Unit Plan

Plan based on:

- First Sample Weekly Lesson Plan (p. 18).
- Kicking and Striking Unit, *Guide for Teaching Physical Education, Grades Five and Six.*

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Skills - throwing, catching, fisting	Game - Fist Ball	Creative Rhythms, "Canadian Lancers"	Outside equipment	Continuous movement
Skills - throwing, catching, fielding	Game - Kickball	"Canadian Lancers," "Hitchhiker"	Perceptual motor development	Circuit
Skills - throwing, catching, kicking	Game - Beat the Ball	Rhythm balls - adapt to folk dance	Stunts and tumbling	Relays
Skills - passing, catching, drop kicking	Game - Kick and Run	Lumni sticks	Jump ropes - long and short	Obstacle course

CHART D. Detailed Two-Week Lesson Plan for Grades 4-6

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Warm-ups Set up three stations. Rotate every five minutes: -Throwing around the bases. -Fisting. -Fielding.	Warm-ups Fist Ball, p. 151 (equipment-volleyball, 4 bases)	Sign up for auditorium. Warm up to march record. Teach "Canadian Lancers"	Warm-ups Discuss safety and activities for jungle gym.	Warm-ups - large circle formation
Warm-ups Two squads: -Throwing and catching -Kicking and fielding	Warm-ups Kickball, p. 153 (equipment-soccer ball, 4 bases)	Sign up for auditorium. Warm up to "Mod Marches." Review "Canadian Lancers." Teach "Hitchhiker."	Warm-ups Work on body image, LAC Guide, p. 142.	Warm-ups Set up circuit for ten stations.

HOW UNITS ARE ORGANIZED IN THE CURRICULUM GUIDES

The various activities suggested for each of the units of study in the physical education curriculum guides are related from the standpoint of skill and are arranged in order of difficulty from the simple to the complex.

Minimum and maximum accomplishments for each age group are suggested, but the teacher must not lose sight of the needs of individuals and must make sure that these needs are met regardless of "averages." Guided development stimulates growth. The satisfactions that come from continued success in any activity are vitally important to the child's growth.

Pacing

As a means of pacing the work within the unit to obtain the maximum growth for all, the activities are arranged in the following general way:

- *Skills*. Skills are introduced and practiced to improve the unit game.
- *Lead-up Games*. Lead-up games are used as a means of assuring that a basic skill is being practiced.
- *Skill Relays*. Skills learned in practice sessions are introduced in more complex skill relays.
- *Unit Game*. The main game of the unit is introduced.
- *Rhythmic Activities*. Rhythmic activities are included for one physical education period of a week and are arranged in the guides in order of difficulty.

The day recommended for certain activities may be changed to meet individual class needs. However, two days in succession should be planned for the instruction concerned with the unit game to be stressed in the six- or three-week period devoted to each unit.

Evaluation

Teachers and children together evaluate the unit as a whole as well as individual achievement within the unit. This evaluation may occur at the beginning of the unit, whenever an opportunity occurs during an activity or game, and at the end of the unit.

Since evaluation is an integral part of learning, teachers will find it helpful to have some general measures by which they judge the effectiveness of their plans for physical education. The following criteria are suggested:

- Evaluation of skills and self-testing to determine the degree of achievement by the individual according to his ability.
- Evaluation of class performance in terms of abilities, strengths, weaknesses and growth.
- Evaluation of sportsmanship, team play, and attitudes by means of class discussion.

TEACHING PHYSICAL EDUCATION

The physical education class period should be devoted essentially to teaching. Methods of instruction should be similar to those used in other areas of the elementary school curriculum; previously learned skills and activities are reviewed and new ones presented and practiced.

There are, however, procedures that are especially relevant to physical education instruction. The checklist below is a reminder of these concerns.

Things to double check ✓✓

1. Do you have your children organized to suit the activity? (e.g., ability groups, squads)?
2. Do you know exactly which squad each child is on and where you expect the groups to be? (It will save a lot of time and questions if this information is posted.)
3. Are the children aware of rules and safety procedures for the activity? (Suggestion: Cover these procedures before the children go outside.)
4. Are YOU confident in the rules and skills of the activity you are going to teach?
5. Have you gathered the necessary equipment and/or audio-visual materials and are they in good working order?
6. Have you made arrangements to reserve the space or area you need?
7. Have you reviewed any necessary procedures with an aide or other paraprofessional assisting you?

Helpful suggestions for the LAC teacher—and all can be applied to physical education instruction for all classes--include:

- Individualize to meet each child's needs.
- Work toward the child's realization of his own skill development, thereby strengthening his self-concept. The ability to perform skills gives a child a sense of adequacy and a lively enjoyment of games.
- Utilize techniques to keep competition to a minimum.
- Make sure children clearly understand all rules and procedures. Many breakdowns of activity occur when the child is unsure of the rules or standards expected of him.
- Keep all children as actively involved as possible.
- Plan appropriate activities for children who are unable to take part in a regular physical education period.

Techniques for implementing these tasks are included in the physical education curriculum guides for each grade level.

TEACHING BASIC SKILLS

The instructional program in physical education is concerned with the whole child. There is a direct relationship between the learning of motor skills and the improvement of total fitness—social, mental and physical. Research has indicated that the learning of certain physical skills is helpful in promoting reading readiness. Visual acuity is improved as the child learns these basic skills, and visual and auditory abilities are further developed as the child engages in physical activity. Learning these skills enhances the child's social growth and assists in citizenship development.

The elementary school child is taught the basic skills in order to effect his physical development and to train body systems (nervous, circulatory, endocrine, etc.). Teachers and students who regard skills learning as a means to better social, mental and physical fitness will derive the maximum benefits of exercise.

Teaching the Skills

When learning physical skill, practice is essential. Children will need to repeat a specific lesson many times. In adhering to this principle, one would not teach a skill one day and then not repeat the same lesson on succeeding days. There are many variations in teaching methods in which children learn the same skill.

Seven steps to skills teaching are:

1. Prepare. Refer to this and other teaching guides.
2. Explain. Instruct the class in reasons why basic skills are important to the well-being of children.
3. Demonstrate. Use films, pictures, capable students, and the teacher.
4. Apply. Use the shadow technique first in drill practice and then with equipment.
5. Discuss. Periodically during practice periods, clarify and correct common mistakes and, most important, praise good work!
6. Evaluate. At the end of each lesson and with a checklist form at the end of each unit of work for appraisal purposes (mark in physical education). Let each child keep a record card of his own progress.
7. Practice. Having a piece of equipment for each child and continually reinforcing the correct technique.

Shadow Practice

Children will learn the mechanics of good form in many skill activities by using the shadow technique. This simply means practicing without a ball, bat or other implement. This technique is exceptionally valuable when supplies are limited and class size is large. The teacher can emphasize good form and correct errors before the child uses the implement or apparatus. Shadow practice can be the last exercise of the warm-up period.

TEACHING RHYTHMS

In the primary grades, children should be given an opportunity to respond naturally to the beat of music, poetry, chants or percussion patterns on any object. As their experience broadens, they will be able to master more complex responses.

In this guide, rhythms have been classified as follows:

- Fundamental rhythm.
- Rhythmic pantomine.
- Creative rhythms.
- Singing games.
- Folk dances.

Rhythmic experiences help satisfy the need of young children for movement. Satisfaction is attained by:

- Developing the ability to respond to tempo, phrasing and mood of music.
- Gaining skill in performing simple movements rhythmically: walking, running, hopping, skipping, sliding, galloping.
- Learning some simple folk-dance movements.
- Gaining an aesthetic appreciation of moving in rhythm.

In teaching rhythmic activities the following suggestions should prove helpful:

- Create an atmosphere of fun and enjoyment.
- Create a feeling of freedom by using large, free movements to the rhythmic accompaniment.
- Teach songs first; movements later.
- Feel a sense of freedom in guiding the children. Do not be bound by the sheet of directions.
- Concentrate on good form.
- Keep the rhythmic activity spontaneous, not drill-like.
- Vary the type of activities; for example, singing games, creative rhythms, mimetic rhythms.
- Give constant encouragement and praise.
- Involve children in the activity with little stress using lots of dances without partners.
- Start slow so children can feel confident in what they are doing.
- Concentrate less on boy-girl partners and more on involvement.
- Utilize creative rhythms where children often feel successful.
- Arrange children so all can see any demonstration.

Safety Precautions

The following safety precautions should be taken:

- Have the area free from all obstructions,
- Check the floor to make sure it is not slippery,
- Have the children remove shoes and socks to avoid slipping.
- Do not allow children to become fatigued by singing and engaging in active movement simultaneously for an extended period of time,

TEACHING STUNTS AND APPARATUS ACTIVITIES

It is important for a child to engage in stunts and apparatus activities in order to develop skills and build favorable attitudes.

The following suggestions should prove helpful in teaching rhythms:

- Start with very simple activities.
- Explain and demonstrate each stunt so the children understand exactly what they are expected to do.
- Teach the necessary safety rules when presenting each lesson.
- Teach good form rather than concentrate on the quantity of stunts performed.
- Have class members evaluate the performance of each child positively.
- Include self-testing activities in all units.
- Try to utilize the lawn or mats so children are as active as possible.
- Concentrate on involvement and sportsmanship.
- Make sure standards are clearly understood.
- Be very consistent.
- Let the child evaluate himself with his own record card.
- Praise often.

Safety Precautions

Children in the primary grades should be expected to do stunts commensurate with their physical development, maturity and interest. Certain activities should be avoided such as stunts involving a child's bearing the weight of another or splits and similar activities which may cause undue strain on ligaments and joints. The following safety practices should be observed:

- Practice should not be permitted unless the teacher is present.
- Each lesson should begin with a warm-up period.
- A soft area should be provided for activities involving tumbling.

TEACHING RELAYS

Relays provide an opportunity to develop teamwork habits and attitudes, to practice skills previously learned, to enjoy competitive activity, and to learn how to win and lose gracefully. Simplified forms of relays may be usable in the first grade but must be taught carefully, one aspect at a time. Relays call for a strong grasp of spatial relationships. The idea of the shuttle relay, although it is relatively easy for adult minds, is quite difficult for the small child to understand.

Teaching suggestions include:

- Keep groups small so children can participate more often.
- Have the children walk through each relay activity before attempting it in competition.
- Take away the loser syndrome, perhaps by giving points for each person competing.
- Allow all to participate in one relay formation if the group is small enough.
- Plan activities that suit the ability level of the group.
- Rotate teams often so all have a chance to win.

Speed decreases accuracy in physical performance. Children who engage in relays before they can execute a skill with confidence and some precision become discouraged and lose their zest for learning. Walking through a relay before adding speed can be of great help to those who need familiarity with a contest before engaging in it. Several lessons should be taught before presenting games or relays.

Safety Precautions

Although the following safety precautions apply to relay activities for all classes, they are especially important to the LAC class:

- Make sure the area is free from all obstructions.
- Have short distances for running relays early in the year.
- Remember that children may become overexcited if relays last too long.

TEACHING SUGGESTIONS

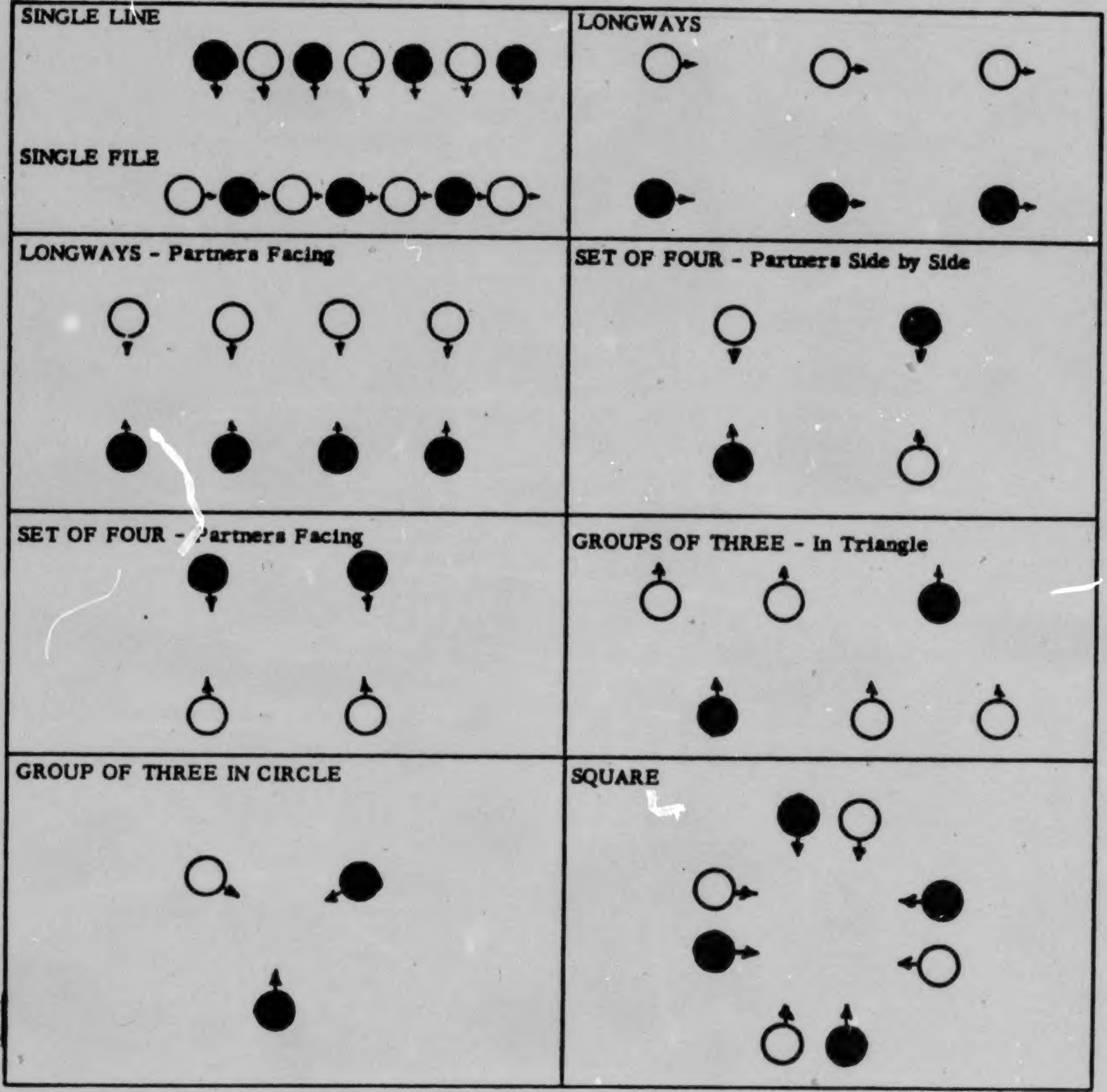
ACTIVITY	WHO	WHEN	WHERE	HOW
WARM-UPS	- Total class - Small squad	- Before every activity	- Classroom - On the way to the area - Assigned place	- Follow suggestions in the warm-up section.
SKILLS	- Small group - Total class - Individually	- During every activity - Special emphasis weekly	- Squads - Stations - Blacktop - Field or turf - Auditorium	- Lead-up games - Films - Demonstrations - Chalkboard discussions
GAMES	- Total class - Squads	- When the weekly plan specifies	- Anyplace that is appropriate for physical activity	- Follow suggestions in curriculum guide.
FOLK DANCING	- Total class - Boys or girls - Voluntary group	- Weekly	- Auditorium - Blacktop - Classroom	- Use many records from IMC. - Follow suggestions in guides.
CREATIVE RHYTHMS	- Total class - Boys or girls - Voluntary group	- To supplement the normal rhythms program	- Auditorium - Classroom	- Correlate P.E. and music. - Adapt routines to music. - Follow suggestions in guides.
STUNTS AND TUMBLING	- Total class - Small group - Individually	- During a unit on these activities - Weekly - Twice a month	- Turf - Auditorium - Mat	- Follow suggestions in guides. - Films
APPARATUS AND EQUIPMENT	- Total class - Individually - Boys or girls	- Recess and noon - During physical fitness activities - During free play	- Outside	- Use in circuit activities.

TEACHING SUGGESTIONS (Cont.)

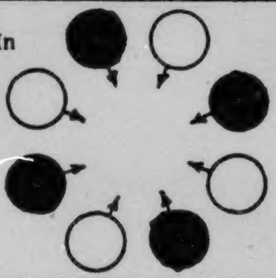
ACTIVITY	WHO	WHEN	WHERE	HOW
RELAYS	- Total class - Two squads	- When working on basic skills and locomotor activities - When working on skills of the unit	- Outside - Auditorium - Classroom	- Follow suggestions in guides.
PERCEPTUAL MOTOR ACTIVITIES	- Total class - Individually - Ability group	- Daily in the primary grades - When needed, upper grades	- Classroom - Auditorium - Where ever suitable	- Follow suggestions in guides.
PARACHUTE PLAY	- Total class - Voluntary group	- During rhythms - When working on physical fitness - To supplement normal activities	- Outside - Auditorium	- Follow suggestions in guides.
RHYTHM BALLS	- Total class - Small squad - Individually - Partners	- During rhythms - When working on ball skills	- Classroom - Auditorium	- Use yarn balls to introduce skills. - Follow suggestions in guides.
HULA HOOPS	- Total class - Small squad - Ability group - Individually	- When working on perceptual motor activities - During rhythms - To supplement the normal program	- Auditorium	- Follow suggestions in guides.
CIRCUITS	- Total class - Individually - Ability squad	- When working on physical fitness activities - Continuous movement	- Outside - Indoors	- Set up stations using playground marking equipment.
PHYSICAL FITNESS ACTIVITIES	- Total group - Small squads - Individually	- Infiltrated throughout a well-balanced program	- Any suitable place	- Circuits - Continuous movement activities - Interval running - Aerobic exercising

FORMATIONS FOR RHYTHMS AND GAMES

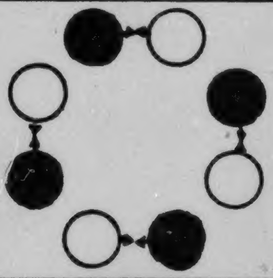
The circular patterns which occur on this and the following page explain graphically the formations used in the games and the rhythms. The white circles represent the girls, and the black circles, the boys.


SINGLE LINE
SINGLE FILE
LONGWAYS
LONGWAYS - Partners Facing
SET OF FOUR - Partners Side by Side
SET OF FOUR - Partners Facing
GROUPS OF THREE - In Triangle
GROUP OF THREE IN CIRCLE
SQUARE

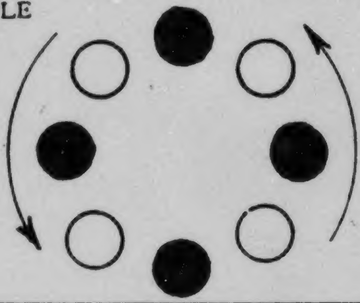
SINGLE CIRCLE
Partners Facing In



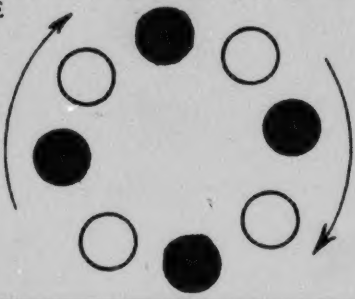
SINGLE CIRCLE
Partners Facing



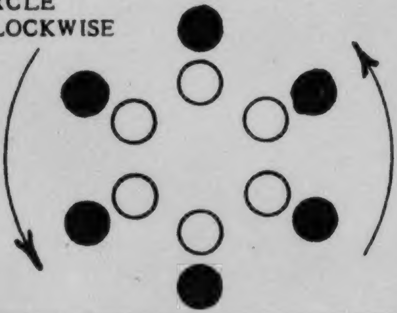
SINGLE CIRCLE
COUNTER-
CLOCKWISE



SINGLE CIRCLE
CLOCKWISE



DOUBLE CIRCLE
COUNTERCLOCKWISE



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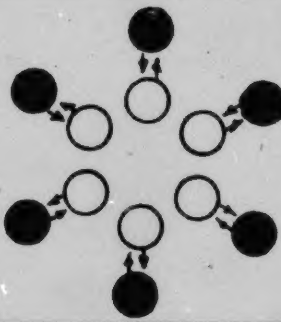
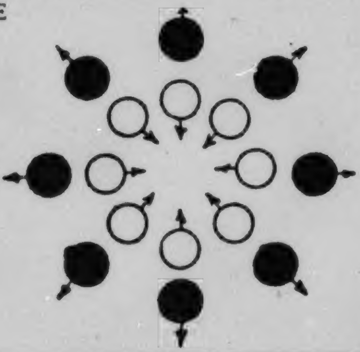
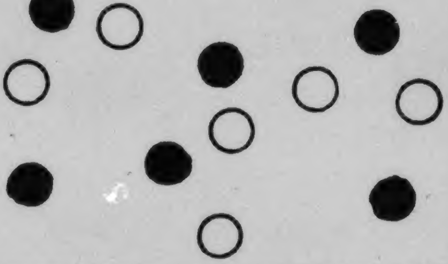


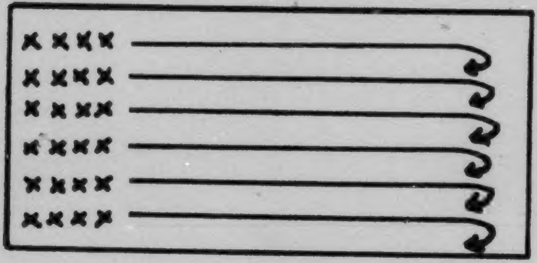
DOUBLE CIRCLE
Partners Back
to Back

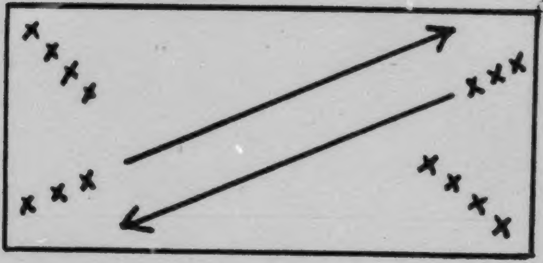


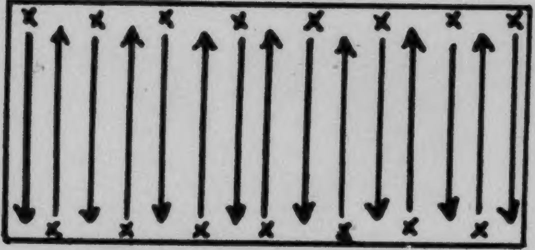
SCATTERED FORMATION
Informal or Free

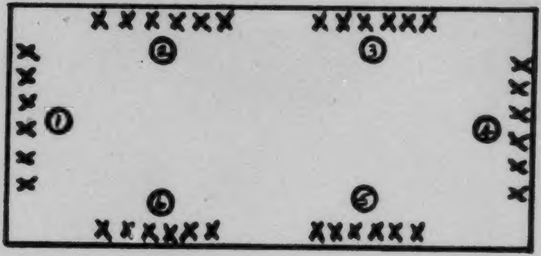


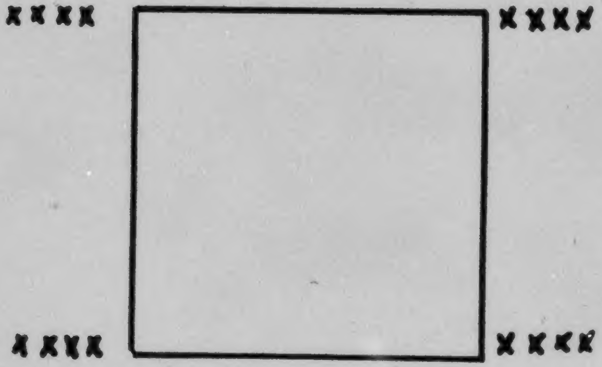
The following formations may be used to utilize squad organizations on blacktop markings and playground areas.

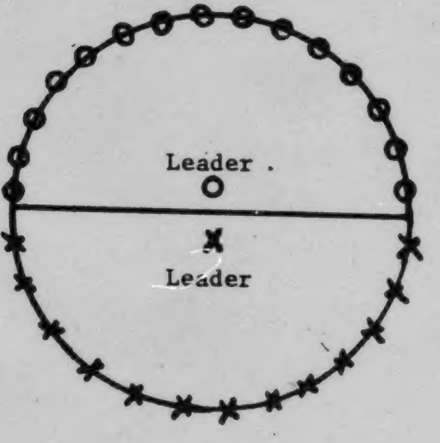








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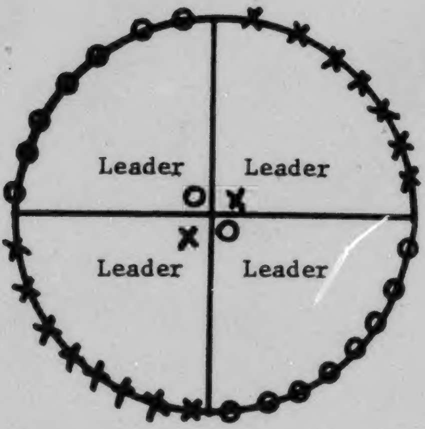
Leader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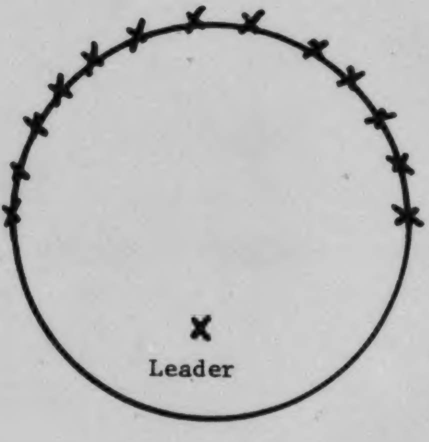

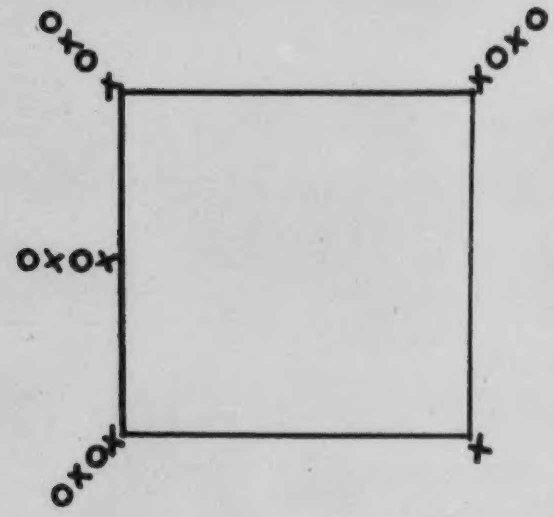

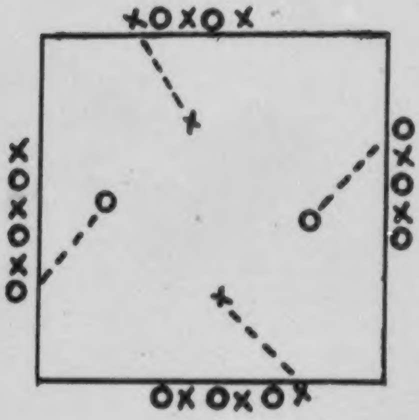

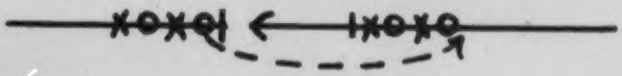

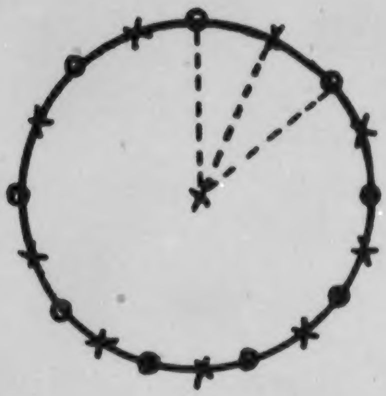

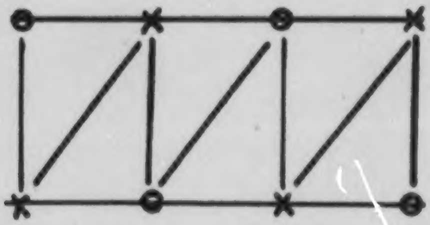

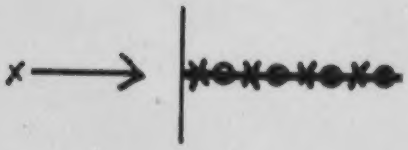

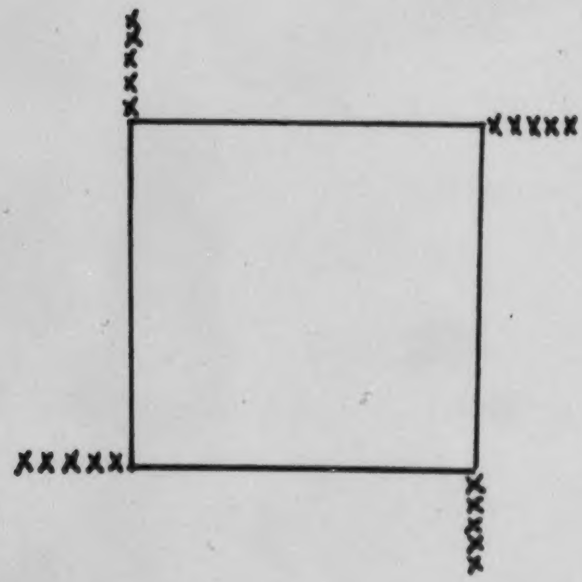

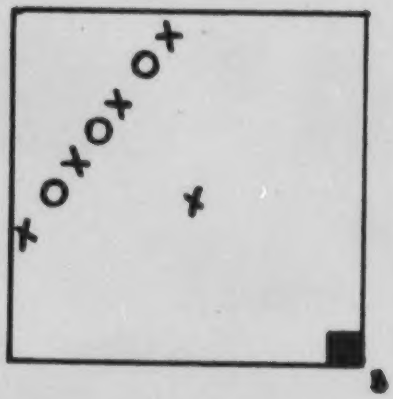

EVALUATION

A teacher continually appraises the progress made by individual children, weighing each child's performance in relation to the course objectives formulated for the particular grade level. Physical education behavioral objectives which are usually attained by the time children leave the primary grades are listed below.

By the end of the elementary grades, children should have acquired a degree of skill in performing large body movements. The teacher should observe that the child:

- Follows through with the body while performing.
- Is able to relax in performing activities.
- Has progressed in coordination and accuracy of physical skills.

By the end of the elementary grades, children should have acquired the skill of energy conservation. It should be observed that the child:

- Performs movements in a rhythmic and relaxed manner.
- Exerts muscular force with proper emphasis.

By the end of the elementary grades, children should have acquired a degree of concentration and alertness. It should be observed that the child:

- Keeps his eyes fixed on balls, bean bags and other objects which are used in the activities.
- Has progressed in giving attention to the activity being taught.
- Is aware of the progress being made in the game or activity.

Children should have made progress in postural development. The teacher should observe that the child:

- Has improved his posture in sitting, standing, running and in other bodily activities.
- Is aware of the meaning of good posture and advantages that it gives him.
- Has knowledge of what he can do to improve or maintain his own posture.
- Understands some of the causes of poor posture such as improper food, insufficient sleep, poor lighting, and poor sitting habits.

By the end of the elementary grades, children should have acquired certain understandings and attitudes. The teacher should observe that the child has shown growth in:

- His sense of fair play.
- His willingness to share supplies with others.
- His ability to take care of the supplies being used.
- His acceptance of a good loser and a gracious winner.
- His not getting unduly upset over mistakes.
- His willingness to try.
- His following directions.
- His understanding the basic safety concepts and using them on the playground and at home.

The check lists on the following pages show skills children are expected to attain at various age levels. Large copies of these charts may be ordered from the Health and Physical Education Office for classroom use.

SKILLS - AGES 4 - 6

SKI: ________

SAN DIEGO CITY SCHOOLS
Programs Division

CHECK LIST OF SKILLS IMPORTANT TO PHYSICAL EDUCATION

	Can the child perform the following?
Locomotor Movement Development	Walk forward in a straight line
	Run around a circle
	Gallop forward w/dominant foot leading
	Jump on both feet in place landing on feet w/knees slightly bent
	Hop in place on dominant foot
	Hop on right foot
	Hop on left foot
	Skip using alternate feet starting w/dominant foot
	Slide sideward to right with 8 slides
	Leap from the right foot onto the left
Axial Movement Dev.	Bend & stretching to rhythmical accompaniment
	Swing forward & backward - arms moving freely
	Twist & turning to own rhythm
Ball Skill Development	Bounce & catch ball
	Bounce ball while walking
	Catch ball bounced from partner
	Seated roll ball to partner
	Roll ball & retrieve it
	Toss ball w/underhand toss to partner 6' away
Bean Bag Skills	Toss bean bag w/underhand throw into a box 5' away
	Toss bean bag at target 8' away with dominant hand
Jump and Jump Rope Skills — Long	Jump in place several times w/o rope
	Jump from side to side over rope placed on ground
	Jump lightly in place w/o rope to rhythmic accompaniment
	Jump over rope moved from side to side
	Jump rope that is turned slowly
Jump and Jump Rope Skills — Short	w/o rope, jump w/both feet together, feet barely leaving ground
	w/o rope, turn arms at side in even rhythm
	Combine jumping & turning arms using short rope
Balance Skill Dev.	Walk on straight line w/o losing balance
	Walk on straight line w/object on head
	Walk forward on bal. beam 6" off ground
	Walk backward on balance beam
	Walk sideways on balance beam
Identification of Body Parts	Touch shoulders w/both hands
	Touch ankles w/both hands
	Touch feet w/both hands
	Touch ears w/both hands
	Touch eyes w/both hands
	Touch nose
	Touch mouth
	Touch head
	Touch elbows
	Touch arms
	Touch legs
	Touch fingers
Spatial Orientation	Place 2 objects beside each other
	Place 2 objects behind each other
	Place 2 objects over each other
	Place 2 objects forward
	Place 2 objects backward
	Place 2 objects to the right
	Place 2 objects to the left
Apparatus	Pull up on low bar
	Turn over low bar w/hip circle fwd
	Climb up & down 1st two levels of jungle gym
	Crawl thru jungle gym (low level)
	From hand hang drop to feet
	Travel across horizontal ladder as far as possible

A large copy of this skill sheet can be ordered from the Health and Physical Education Office.

SKILLS - AGES 7 - 8

SEX: ____________

SAN DIEGO CITY SCHOOLS
Programs Division

CHECK LIST OF SKILLS IMPORTANT TO PHYSICAL EDUCATION

Can the child perform the following?

Locomotor Movement Development	Walk around circle show'g good posture
	March to a rhythmical beat
	Run forward lightly
	Run backward
	Jump fwd in a continuous movement for 1/4 of the circle
	Run & stop on a signal w/o losing bal.
	Hop fwd on dominant ft. for 1/4 of circle
	Hop fwd around ¼ of circle on left ft
	Gallop fwd-lst with 1 ft fwd for ½ of circle, then other ft fwd for ½ of circle
	Leap fwd in continuous movement-leading 1st on 1 ft, then the other
	Slide to right for ½ of circle
	Skip fwd in groups of two's & three's
	Running chang'g dir w/o bumping into another child
Axial Movement Dev.	Bend-explore levels in space using bending motion
	Sway-use swaying movement forward, backward & sideward
	Twist-move like windup toy or top
	Turn-move in a turning pattern
	Swing-move head & body like a swing
	Pull-push rope like ringing a bell
Ball Skill Development	Roll a ball & hit a target 10' away
	Roll a ball between 2 lines 5' apart for a distance of 10'
	Bounce & catch a ball to rhythmical accompaniment
	Combine bounce & catch skills in rhythmical pattern (bounce, bounce, catch)
	Bounce ball sev'l times while run'g fwd
	Throw ball into air with an underhand toss & catch it as it returns
	Toss ball into wastebasket or box 6' away using underhand throw
	Throw ball to a partner 10' away using dominant hand (underhand throw)
	Place kick a ball 25'
	Bat a bound ball (with closed fist) to a partner 10' away
Bean Bag Skills	Toss bean bag into air using vertical toss, clap hands & catch
	Toss bean bag using underhand toss at a target 8' away
Jump Rope	Jump sev'l times over long rope (swing rope like a pendulum)
	Jump the long rope starting from a stand next to the rope
	Jump short rope in pl 6 or more times
	Jump short rope while running forward
	Jump long rope by running into turning rope (which is turning toward jumper)
Balance Skills	Walk fwd & bkwd arms held sideward shoulder high
	Walk fwd to middle of beam, turn & walk backward
	Walk fwd with left ft always in front
	Walk fwd with rt ft always in front
	Walk fwd & backward w/eraser on head
	Stand on rt ft - eyes open
	Stand on left ft - eyes open
	Stand on rt ft - eyes closed
	Stand on left ft - eyes closed
Identification of Body Parts	Touch chest
	Touch hips
	Touch neck
	Touch shoulder
	Touch ankles
	Touch feet
	Touch ears
	Touch eyes
	Touch nose
	Touch head
	Touch elbow
	Touch arms
	Touch legs
	Touch fingers
Spatial Orientation	Place 2 objects behind each other
	Place 2 objects beside each other
	Place 2 objects over each other
	Place 2 objects forward
	Place 2 objects backward
	Place 2 objects to the right
	Place 2 objects to the left
Apparatus	Travel fwd on single rails of hor. ladder
	Travel fwd on double rails of ladder
	Travel fwd on single rung of hor. ladder
	Do 1 pull-up on low bar
	Turn over low bar w/hip circle fwd
	Drop from hor. ladder land'g on ft with knees slightly bent
	Travel backward across hor. ladder using both rails
	Climb up & down 1 side of jungle gym
Stunts	[illegible] walk
	[illegible]
	[illegible] walk
	[illegible] stand
	Log roll
	[illegible] rocker

A large copy of this skill sheet can be ordered from the Health and Physical Education Office.

SKILLS - AGES 6 - 9

SEX: ________

SAN DIEGO C SCHOOLS
Programs Division

CHECK LIST OF SKILLS IMPORTANT TO PHYSICAL EDUCATION

	Can the child perform the following?															
Locomotor Movement Development	Run w/change of rhythm (heavy-light)															
	Run w/change of direction on phrase of music															
	Jump to right or to the left															
	Jump backward															
	Hop twice on one ft. and once on the other ft. - continue pattern															
	Combine run - run - jump															
	Combine run - run - leap															
	Combine step - hop															
	Run 40 yds in 8 seconds															
Axial Movement Dev.	Bend - combine bending & stretching															
	Skipping - combine skipping & turning															
	Swaying - combine running & swaying															
	Pulling or pushing - combine pushing & pulling movement in opposition															
Ball Skill Development	Hit a target 2' x 3' two times out of 5 at a distance of 20' with overhand throw															
	Roll a ball through home plate area															
	Catch an overhead throw from distance of 25' three out of five times															
	Dribble ball consecutively with right or left hand															
	Throw a softball overhand 30'															
	Catch a softball thrown above waist															
	Catch a softball thrown below waist															
	Place kick a ball 35'															
	Place kick a ball between 1st and 2nd 3 out of 5 times															
	Place kick a ball between 2nd and 3rd 3 out of 5 times															
Jump Rope Skills	Jump short rope in place while turning rope backward															
	Jump long rope running into rope - rope turning away from jumper															
	Jump long rope running into rope, which is turning toward jumper. Run out same way jumper entered															
	Jump long rope running into rope, which is turning away from jumper															
Balance Skills	Walk backward with hands clasped behind the body															
	Walk forward bouncing a ball as the child walks															
	Walk forward, kneel on one knee, straighten rt. leg forward until heel is on the beam & knee straight															
	Walk forward throwing ball into the air & catching it															
Apparatus Skills	Jungle gym-knee lift holding 10 counts															
	" " -leg lift holding 5 counts															
	" " -pendulum swing															
	" " -travel hand over hand across one side of jungle gym															
	Ladder - single rung travel across ladder															
	" - double rail travel across ladder															
	" - skill rung travel across ladder															
	" - side travel on rail across ladder - use double rail backward on return															
	Hor. bars - skin the cat forward															
	" " - skin the cat backward															
Stunts	Demonstrate frog hand stand															
	Backward roll															
	Shoulder rest															
	Balance stand															

A large copy of this skill sheet can be ordered from the Health and Physical Education Office.

SKILLS - AGES 10 - 11

S[illegible]: ____________

SAN DIEGO CITY SCHOOLS
Programs Division

CHECK LIST OF SKILLS IMPORTANT TO PHYSICAL EDUCATION

Can the child perform the following?

Locomotor Movement Development
- Combination of the jump, skip, hop and run
- Skip backward
- Skip with alternate turning
- Use polka step forward
- Schottische step forward

Axial Movement
- Combinations of the following:
- Bending and stretching
- Twisting and pushing
- Swinging and swaying

Ball Skill Development
- Drop kick a ball 30 ft.
- Punt a ball 30 ft.
- Soccer dribble with instep of foot
- Soccer dribble w/alternating foot
- Soccer dribble around obstacles
- Soccer dribble with partner
- Trap a soccer ball with one leg
- Trap a soccer ball with both legs
- Trap a soccer ball w/sole of foot
- Pass a soccer ball using inside of ft.
- Pass a soccer ball using outside of ft.
- Perform body block skills (head should not be used)
- Throw a volleyball over net to opposite court from any play'r position
- Catch a thrown volleyball from opposite court
- Serve a volleyball within the boundaries of the opposite court (3 out of 5 times) using underhand serve
- Serve a volleyball within the boundaries of the opposite court (3 out of 5 times) using a bounce serve
- Return a served ball after it has bounced once 3 times out of 5
- Relay a ball after one bounce from the back court to a teammate standing in the front line (3 times out of 5)
- Pitch a softball through the strike zone 3 out of 5 times
- Throw overhand from the in-field position to any base 3 out of 5 times
- Throw overhand to a base 45' away 3 out of 5 times
- Field a grounder and make an appropriate play
- Catch a fly ball and make an appropriate play
- Bat a pitched ball beyond the in-field
- Toss and strike a ball

Jump Rope Skills
- Double jump forward & backward with short rope sev'l times in succession
- Using a short rope, single hop forward and backward
- Skip travel forward and backward using short rope
- Demonstrate alternate rope twirl using short rope
- Cross arm skip using short rope fwd
- Use the alternate

Balance Skills
- Stand on beam 1 ft in advance of the other—eyes closed (rec. no. of sec.)
- Stand on rt. ft., eyes closed (rec. no. of sec.)
- Stand on left ft., eyes closed (rec. no. of sec.)
- Walk fwd stepping over rope which is placed 15" above beam
- Walk on beam—one ft in advance of the other with eyes closed
- Balance on rt. leg in skater position (rec. no. of sec. bal. maintained)
- Create own bal. stunt on the beam

Apparatus and Physical Performance Skills
- Do knee lift 6 no. of times
- Pull up
- [illegible] lift 3 no. of times
- Single rung travel across ladder
- Skip rung travel across ladder
- Double rail travel across ladder
- Single rail travel across ladder
- Run the 50-yd dash in 8.5 seconds
- Perform 30 bent knee sit-ups
- Perform 2 pull-ups
- [illegible] in standing long jump

Stunts
- [illegible]
- [illegible]
- [illegible]

42

36

A large copy of this skill sheet can be ordered from the Health and Physical Education Office.

SKILLS - AGES 11 - 12

SEX: ____________

SAN DIEGO CITY SCHOOLS
Programs Division

CHECK LIST OF SKILLS IMPORTANT TO PHYSICAL EDUCATION

	Locomotor Movement Development		Axial Movement	Ball Skill Development																								Jump Rope Skills					Stunts				Physical Performance Test Activities							
Can the child perform the following?	Perform the polka step revolving	Perform the schottische step to make up own patterns with music	Use axial movements in combinations	Perform combinations of trapping passing and blocking in game situation	Demonstrate the correct chest block	Demonstrate the correct shoulder block	Place kick a soccerball into a goal from a distance of 25' (3 out of 5 times)	Dribble for accuracy around three obstacles placed in a line 5' apart	Throw a softball with accuracy to a base 45' away (4 out of 5 times)	Bat a pitched ball between 1st base and 2nd base	Bat a pitched ball between 2nd and 3rd base	Throw a softball 80' (girls) 120' (boys)	Demonstrate the skill of bunting a softball	Serve a volleyball within the boundaries of the back half of the opposite court 4 times out of 5	Return a served ball 3 times out of 5	Volley a ball accurately from a position in the back court to teammate standing in the front court 3 out of 5 times	Demonstrate a two hand chest pass for basketball	Demonstrate two hand overhead pass	Perform a two hand underhand pass	Demonstrate a one hand pass	Perform a one or two hand bounce pass	Demonstrate two hand shoulder pass	Perform a chest shot	Make a basket from free throw line (3 out of 5 times)	Demonstrate a lay up shot	Demonstrate five techniques of using the short rope in jumping	Perform with another child while jumping with a short rope	Jump with a short rope while jumping in the long rope	Jump while two long ropes are turning	Jump "Double Dutch"	Execute the stunt "through the stick"	Demonstrate in good form the "fish dive"	Perform the stunt "jump and slap heels"	Demonstrate with another child the "row boat"	Perform the "frog stand" or "tip-up"	Run the 50-yd dash in 8.0 seconds	Perform 50 sit-ups (boys)	Perform 32 sit-ups (girls)	Jump 60" using the standing long jump	Jog-walk 12 (110 yds) in 8 min.	Perform 2 pull-ups (boys)	Perform 1 pull-up (girls)

A large copy of this skill sheet can be ordered from the Health and Physical Education Office,

MOTOR DEVELOPMENT ANALYSIS AND ASSESSMENTS

Included in this section are several pertinent articles and a collection of diagnostic tools suggested as a means of finding the motor development level of each student. Some are quick assessment tools and others are more specific and more detailed. These are not final answers or diagnoses, but they can serve as individual records and progress charts and also locate an area in which to begin helping the child.

The three steps below will aid in assessing motor development:

1. Become familiar with the correct skill techniques in order to recognize when the child is performing incorrectly and to know how to help him.
2. Become familiar with all assessments suggested in order to select the most appropriate one for a particular situation.
3. Evaluate often.

VISABLE SIGNS LINKED TO POOR MOTOR DEVELOPMENT

General signs of poor motor development are:

- Muscular teneseness.
- Lack of concentration.
- Inability to finish task.
- Hesitancy in trying or performing task.
- Emotional outbursts.
- Explosive movements.
- Bumping into objects.
- Inability to solve problems.
- Poor hand-eye coordination.

PHYSICAL EDUCATION - A SUBSTITUTE FOR HYPERACTIVITY AND VIOLENCE*

We owe it to the children (specifically, emotionally and neurologically handicapped children) to see what environmental changes can be made in the schools and what we can do in physical education to give these children a sense of success. It is especially important for the children who are having difficulties in the verbal pursuits to achieve success in the non-verbal areas such as physical education (this gives them "a cushion" to fall back on for peer recognition and individual status while learning something that presents difficulties). Also, immediate reinforcement by demonstrating approval such as an arm around the shoulder or a pat on the back is just as meaningful as a verbal response. The awarding of ribbons and certificates and other such awards stimulates participation and recognition. Children with emotional problems appear to perceive better through their tactile sense because it is more meaningful to them. For instance, they perceive better by taking their hands and arms through the throwing and catching motions than they would by listening to directions only. Their facial expressions and body gestures give some important cues as to their future actions and with the ability to read this non-verbal communication, one can hopefully anticipate what will occur next.

Physical education also teaches the child to conform to definite set limits, yet provides a tension-releasing outlet. Many ideas and methods which follow have been used with the hyperactive child toward giving him purposeful movement in the classroom.

- When he gets out of his seat there should be a definite goal such as a listening post, exercise post (surrounding type, three-sided booth where he can lift such things as a small three-pound weight), or other stations such as a stretcher or poi-poi balls (which would give the child a fast release of energy in a short period of time).

- Another technique which I feel has proved very successful is to give each child at his desk such equipment as hand grips, sponges or some type of rubber device for squeezing to release tension rather than allowing aggression to build.

- Usually with the hyperactive child the direct praise-direct command approach works very well.

- Keeping a ball progression, jump rope progression or balance beam progression in a well-organized, sequential and simple order (to keep the child in the area of success) is most beneficial.

- Another method would be to have mats (approximately 4' x 6') placed in the back of the room where the child could perform exercises for release of tension, yet where he had to contain himself within set boundaries (whole body within the definite limits of the mat). The mats could also be used for relaxation exercises such as lying on the back with knees bent or sitting on a chair with arms between legs.

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* From "Involving the Moving Child," a synopsis of the California Association of Health, Physical Education and Recreation Elementary Section Workshop, 1969. Compiled by Lois Tidgwell, Workshop Director.

- Still another approach is to spread about 20 hula hoops and, at a given command, have children exchange stations and go to another hula hoop—each hoop would contain a set of poi-poi balls or jump rope or some other tension-releasing device. Start with a variety of stations and have the children stand in these stations until the whistle is blown, then move to another station, gradually increasing the time the child stands in each station as the school year progresses.
- An additional technique which might prove successful with one or two very hyperactive children is to give them mats to contain their movements. Gradually decrease the area of movement and increase the amount of time they stay on the mat. Be sure to provide the child with something to occupy his hands while on the mat.

Physical education teaches the child to conform to a certain extent, and establishes some routine which is especially necessary for children who do not have some established routine in their homes. Doing exercises together has an effect like choral reading. Physical control of emotional patterns might be one of many ways to help the child increase his attention span as well as inhibit his need of always wanting to be first or his need for instant satisfaction. Physical education teaches him to put these goals off to a future time for the sake of teamwork. Many emotionally handicapped children will relax under a routine or orderly procedures. They feel secure when they know what is coming next. Physical exercise drains off tension. A well-planned program with a prompt and consistent approach to starting work is very important.

Many hyperactive children feel more secure when surrounded with a great deal of equipment or when surrounded with a large amount of furniture at home. They seem to remember better what they see than what they hear. It is better to demonstrate and involve them than to simply give directions. Physical education will help them gain peer status, especially when they cannot gain it in the academic pursuits. P.E. will definitely give a boy status, belongingness and recognition.

Another approach one could use is to take hyperactive and emotionally disturbed children from three or four elementary schools swimming in a pool at a high school (heated between 86° and 92°) for a short period of time (half hour). This seems to calm them for the school day.

All games should be demonstrated. Low-organized games such as "Squirrels and Trees" and "Musical Chairs" teach children to hold their anticipation until the whistle is blown. Games like "What Time Is It, Mr. Fox?" have definite lines and boundaries in which their movement can be controlled. These games teach the children to "put on the brakes" and help improve listening and concentration habits. Many games stress the importance of controlling the beginning and ending of any activity. Games like "Center-Catch Ball" teach the children awareness and alertness and to contain their hand movements with the ball in a limited area. Most ball games help train easily distracted and hyperactive children in ocular pursuit activities (helps them to fix their eyes in one place by following the ball). Other games such as ring toss, horseshoes, darts, target games, and dropping clothespins into a bottle, also help. An exercise such as swinging the arms loosely, eyes straight ahead, and head stationary, will help the child to keep his body in line and his eyes fixed. Relaxation games are important where two or more children are moving and the rest are standing or sitting in a limited area.

Apparatus progressions like parachute play give a fast release of energy in a short period of time. Progressions are also excellent motivation and can be used as task-reward reinforcement at the end of the school day. Many games and activities in physical education provide better awareness of lower and upper extremities and improve the spatial relationships concerning exterior objects.

Activities such as balance beam and balance boards teach better motor control over a limited surface as well as maintaining good balance on regular surfaces. Apparatus such as parallel bars and rings are motivational to the child and also help him concentrate on his task (because if he does not attend to his task he will fall off the apparatus). This might be considered a form of reality therapy. If one is able to keep a child's hands busy (especially true of emotionally handicapped child), it represents a more spontaneous situation for counseling the child as well as helping him control his movements.

Many times the child with emotional problems becomes very hyperactive because he cannot meet the stress of daily living. Then, after a period of time, the child might start to withdraw, then possibly develop an indifferent attitude because he feels he can protect himself from any more failure and frustration by appearing to be indifferent. Many children without fathers relate well to the male physical education teacher in the schools. It is my hope that through physical education we can develop better ways of communicating and helping the emotionally and neurologically handicapped child.

OUT-OF-SCHOOL ACTIVITIES BENEFICIAL TO CHILDREN WHO NEED GROSS MOTOR TRAINING*

Children in need of gross motor training can benefit from activities which the parent can encourage during out-of-school hours. The following are suggested.

1. Skip; hop; crawl; climb; walk (hikes); climb rope; jump rope; climb ladder.
2. Walk on stepping stones, walk boards, balance boards, rocking tubs.
3. Swim; surf; ski; bowl; roller skate; do rhythmic dancing to music.
4. Use monkey bars, teeter-totter, slide; chin-up on bars; tumble; high jump; broad jump.
5. Practice log roll, egg roll, side roll, forward roll, backward roll.
6. Play tether ball, volleyball, basketball, football, baseball, badminton, tennis.
7. Practice knee ball (balance ball between knees and jump), ball pick-up with feet, courage jump; roll tires; walk and run through tires holding a football.
8. Use bicycle, paddle board, skate board, peddle toys, push and pull toys.
9. Play jacks, marbles, checkers; button and unbutton clothes; use scissors; play piano.
10. Play four-square, hopscotch; walk on tiles (step on different color tiles), plastic forms, sand, wood, stone.
11. Follow the leader; follow obstacle course; crawl under yardstick (limbo).
12. Throw rubber horseshoes, bean bag; play darts, ring toss; punch bag; hammer nails.
13. Play pin ball, table tennis; bounce balls (start with small size and progress to large); spin top; manipulate yo-yo.
14. Pitch bottle caps into bottle; throw objects into wastebasket.
15. Cut cookies; set table; play store; work with sewing cards, coloring books.
16. Finger paint; weave; sculpt in the sand box or with clay.
17. Practice hula hoop, pogo stick, stilts, unicycle, tricycle.
18. Use typing machine.
19. Practice with locking and unlocking types of games.
20. Use target games - darts, rubber darts, shooting games.
21. Fit blocks within a form board.
22. Exercise with a jump rope.
23. Use lumni sticks, poi-poi balls; play Carom.
24. Practice with three- and four-pound weights.
25. Bamboo hop.

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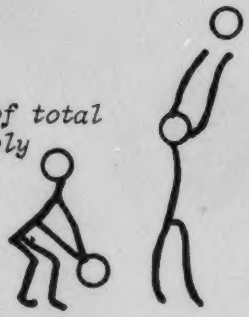
* From "Involving the Moving Child," a synopsis of the California Association of Health, Physical Education and Recreation Elementary Section Workshop, 1969. Compiled by Lois Tidgwell, Workshop Director.

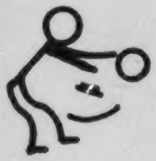
Principles of Body Movement

Principle of total body assembly



Skill and grace depend on total body movement in an action, The whole body plays ball. For example, in throwing, the whole body is involved, not just the arms.

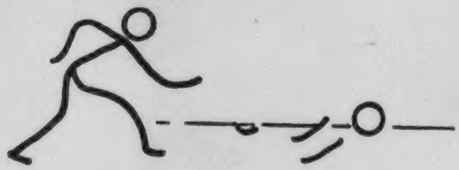
Principle of objective focus



Children learn skills more quickly if they learn to keep their eyes fixed on an object. The object may be a ball that the child is trying to catch or a goal he is trying to hit with a ball.

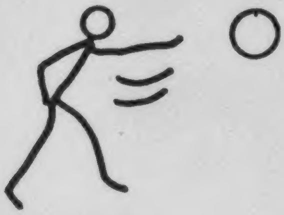
Principle of opposition

In all locomotor or throwing movements, the motion of legs and arms should be opposite.



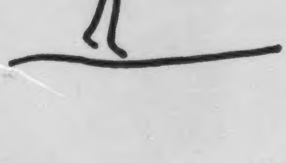
Principle of follow through

Expert performance depends upon the pupil's following through with the body after any swinging or striking movement made with the arms or any kicking movement made with the legs. Examples are volleyball serve and pitching.



Principle of energy conservations

Muscles should be used that can do the work. In performing an activity which involves motor skills, it is undesirable to use more energy than is needed for the efficient performance of a movement.



FUNDAMENTAL SKILLS*

TO STAND

Common faults. Toeing out; locked knees; protruding abdomen and hollow back; round shoulders and flat chest; forward head.

Corrections. Toes pointing straight ahead; knees easy; tall position with moderate curves in lower and upper back; shoulders relaxed; head back with chin level.

TO WALK

Common faults. Toeing out; poor body alignment; head forward; exaggerated movements.

Corrections. Toes pointing forward; shoulders over hips; head over shoulders; smooth transfer of weight; tall position.

TO RUN

Common faults. Flat-footed, pounding run; failure to give with foot and ankle; failure to bend and extend knees; body erect or body weight back; arms straight and held away from body.

Corrections. Run on toes; good use of foot and ankle to absorb jar of landing; good flexion and extension of knees; body weight forward; elbows bent close to sides; arms moving forward and backward in opposition to feet.

TO JUMP

Common faults. Flat footed; failure to take crouch position with good body balance and then to extend feet, ankles, knees and hips; failure to use arms efficiently; body weight back.

Corrections. A crouch position with good body balance; strong extension of feet, ankles, knees and hips; strong flexion of elbows with forward, upward swing of arms; body weight forward.

TO LAND

Common faults. Flat footed; failure to go into crouch position; poor body balance; feet together or wide apart.

Corrections. A crouch position with good balance; feet shoulder-distance apart; land on balls of feet; give with ankles, knees and hips; body weight forward.

TO FALL

Common faults. Tenseness; landing on head, elbow, or knee; landing on hands and not giving with wrist and elbows.

Corrections. Relax to allow joints to give and muscles to be soft while curling into a ball; twist or turn if necessary to fall on well-padded buttocks or shoulder; roll in order to spend the force; if falling on hands, give with wrists and elbows.

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* Adapted from *Efficiency of Human Movement* by Marion Broer. W.B. Saunders Company, Philadelphia, Pa., 1960.

SKILL TECHNIQUES

Techniques for skills common to games and sports are described below.

ROLLING A BALL

Beginning position. Place left foot one step forward, weight on both feet. Hold ball with right hand behind ball, and left hand in front. Look at target.

Movement. Rock weight back on right foot and swing arms backward. Keep eyes on target. Bend knees and swing arms forward. At the same time, bring weight forward to left foot and release ball, aiming at target.

Follow-through. Extend right arm toward target and step forward on right foot. (Aim toe at target.)

THROWING BALL WITH UNDERHAND TOSS

Beginning position. Place feet in stride position, one foot slightly ahead (about half the length of a foot). Hold ball in both hands; look at target.

Movement. Bend knees slightly. Bring ball down between knees. Keep eyes on target; bring ball forward and upward, straightening knees at the same time. Release ball at waist height.

Follow-through. Follow direction of ball with arms so that at end of throw fingers point at target.

THROWING BALL WITH VERTICAL TOSS

This throw is performed with the same movement as the underhand toss. The target is the point of difference. In the underhand toss, the target is on the horizontal plane--another child or a container. In the vertical toss, the ball is thrown up in the air. The player looks up before throwing.

PITCHING UNDERHAND

Beginning position. Place left foot one step forward. Hold ball with right hand behind ball and left hand in front. Look at target.

Movement. Rock weight back on right foot and swing arms backward. Keep eyes on target. Bend knees and swing arms forward. At the same time, bring weight forward to left foot and release ball, aiming at target.

Follow-through. Extend right arm toward target and step forward on right foot.

THROWING BALL OVERHAND

Beginning position. Place left foot one step forward. Hold ball at right side with right hand behind ball and left hand in front. Look at target.

Movement. Swing arms back, at the same time transferring weight to right foot. Keep eyes on target. Swing arms forward, transferring weight to left foot. Release ball at waist height.

Follow-through. Continue movement started with arms after ball is released. Finish with arms extended toward target. Continue looking at target. If force is used to throw, advance a step with foot.

THE PUSH (CHEST) PASS

Beginning position. Place left foot forward with weight on right foot. Hold ball between spread fingers at chest height. Elbows are bent and held close to the sides.

Movement. To throw the ball, it is pushed straight forward with both hands. The body will bend forward, changing the weight from the right to the left foot. The right foot is brought forward to maintain balance after throw is completed.

THE BOUNCE PASS

Beginning position. This pass may be delivered with one or both hands from the chest or shoulder positions. The ready positions are similar to those described for the chest and shoulder passes.

Movement. The action is similar to that described for the shoulder and chest passes, but the movement differs as follows: the ball is thrown or pushed with one or two hands at a point on the surface from which it will rebound into the hands of a teammate.

TO CATCH A PASS ABOVE THE WAIST

Beginning position. Place left foot forward of right with weight evenly distributed on both feet. Bend body slightly forward. Hands are cupped and held in front of chest. Fingers are spread and pointed up. Thumbs are about five inches apart and point toward the chest. Palms are canted at 45-degree angle.

Movement. Have body relaxed and bent slightly forward. Keep eyes on ball. Extend arms slightly and move to the estimated place of arrival. Relax body and arms to "give" with impact of ball. Grip ball with fingers as it comes to rest in the palms of the hands.

TO CATCH A PASS BELOW THE WAIST

Beginning position. Place left foot forward with weight on both feet. Cup hands with fingers spread and held down and out. Keep small fingers parallel, about four inches apart. Cant palms at 45-degree angle.

Movement. Relax body and bend slightly forward. Keep eyes on ball. Extend arms slightly and move to the estimated place of arrival. Relax body and arms to "give" with impact of ball.

CATCHING BALL WITH ARMS

Beginning position. Stand in comfortable stride position, one foot slightly ahead (about half the length of a foot), knees relaxed and easy. Extend arms, slightly bent, waist high, palms toward ball. Keep eyes on ball.

Movement. As ball approaches, close hands around it, and bring it against body.

Follow-through. Bend knees slightly and "give" with the ball.

DRIBBLING

Beginning position. Place left foot forward. Crouch. Hold ball with left hand under ball, right hand (fingers spread) over ball.

Movement. Relax body. Push ball to the floor with the fingers of either hand; take one step forward. Walk or run down the court, continuing to bounce the ball at hand height or lower. Do not bounce the ball with both hands at the same time.

PLACE-KICKING A KICKBALL

Beginning position. Place ball on surface. Anticipate direction ball will be kicked and stand facing this direction, one step behind the ball. Feet are placed six inches apart in comfortable stride position.

Movement. Keep eyes on the ball. Step forward on left foot and kick straight with right foot. Toe should contact ball slightly below center line.

Follow-through. Right foot continues forward and upward as weight of body is supported on toes of left foot.

KICKING A PITCHED KICKBALL

Stand in stride position indside rear half of kicker's circle. As the pitched ball approaches circle:

- Shift position to determine direction of kick.
- Decide on whether to kick ball with instep or toe.

Contact with ball must be made while kicker is inside kicking circle.

MINIMUM LEVEL OF ACHIEVEMENT IN SKILLS DEVELOPMENT

7-9 years of age

4-8 years of age

- Bounce and catch ball.
- Catch ball bounced from partner.
- Bounce a ball to partner five feet away.
- Bounce ball several times while walking.
- Bounce ball to two or more children.
- Roll a ball and retrieve it.
- Seated, roll ball to partner (also seated) so that it passes between his feet.
- Roll ball to wall six feet away and catch it as it rolls back.
- Kick ball forward.

All previous age-level skills plus the following:

- Bounce and catch ball to rhythmic accompaniment.
- Make rhythm of bouncing and catching (such as, "Bounce, bounce, catch; bounce, catch").
- Bounce ball several times while running.
- Roll ball into box ten feet away.
- Roll ball in three-foot alley for a distance of ten feet.
- Kick ball forward to land in skill game court while standing ten feet behind base line.

All previous age-level skills plus the following:

- Bounce ball so that it goes over a jump rope stretched waist-high.
- Bounce ball continuously in hopscotch squares.
- Roll ball and strike one of three blocks in triangle formation ten feet away.
- Roll ball to wall ten feet away and catch it as it returns.
- Kick ball toward partner ten feet away.
- Bat bounced ball with hand to partner six feet away.
- Bat bounced ball with hand against handball wall, let bounce, and catch.
- Bat ball with hand against handball wall, let ball bounce, and catch.
- Bat ball with hand to partner six feet away.

MINIMUM ACHIEVEMENTS, GRADES K-3

1. Catching and throwing large balls and bean bags somewhat accurately.
2. Running to a goal and back again without stopping.
3. Hopping on either foot.
4. Skipping, using both feet.
5. Jumping, using both feet.
6. Walking successfully a low ledge (balance beam).
7. Knowing words, music and actions used when playing singing games.
8. Performing simple stunts.
9. Knowing how to walk, run, gallop and skip to music.
10. Knowing how to use apparatus (climbing, hanging by arms, rolling over, and hanging by knees).

MINIMUM ACHIEVEMENTS, GRADES 4-6

1. Attaining and maintaining correct posture.
2. Knowing how to play individual and dual games such as paddle tennis, four square, tether ball.
3. Catching, throwing and batting small balls with a degree of accuracy and speed.
4. Handling large balls with accuracy and greater speed.
5. Controlling a soccer ball with the feet.
6. Chinning two or more times.
7. Dancing polka, schottische, two-step, and folk-dance patterns.
8. Knowing rules for organized games and carrying out games without adult supervision.

GROWTH AND DEVELOPMENT*

PUPIL GOALS	MEETING THE NEEDS
Ages Four-Seven:	
A planned daily program which provides for each child opportunities to participate with varying degrees of vigor for short periods of time in a variety of physical activities and to alternate periods of activity with periods of rest and relaxation.	Running, jumping and hopping freely; turning and twisting in his own rhythm; creeping and crawling; rolling on a mat; starting and stopping; dodging and turning; jumping over a rope and running through and jumping a turning rope; throwing bean bags; throwing and catching a rubber ball; climbing on apparatus; running to and from a goal; galloping along with two or three pupils; hopping, bending and stretching to rhythmical accompaniment.
Improved balanced posture in sitting, standing and moving.	Standing tall; sitting tall; sitting cross-legged; walking on a 4-inch board or line; changing direction without falling; balancing different parts of the body on floor; balancing body with feet in a stable position; changing direction without bumping into other pupils; stopping in a balanced position.
Improved gross motor coordination.	Riding wheeled toys; galloping around a circle and square; climbing on apparatus structures; moving to a rhythmical pattern; beating and shaking rhythm instruments; creating one's own pattern to a rhythm by combining one locomotor and one axial skill; playing tag in small groups; jumping rope; turning a long jump rope; performing on different kinds of apparatus.
Improved fine motor coordination.	Digging with tools in garden and sandbox; building structures with floor blocks; passing balls or other objects to another child while sitting or standing in a circle; walking on a line; standing as a crane on one leg; hopping in a small space; hopping in and out of a tire.
Improved eye-body coordination,	Demonstrating ability to follow the leader in large play areas; performing stunts on climbing apparatus; performing balancing stunts on floor; completing challenge course.

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* From *Physical Education Framework for California Public Schools* (Sacramento: California State Department of Education, 1969) pp. 19-29.

PUPIL GOALS	MEETING THE NEEDS
Ages Four-Seven (Cont):	
Improved eye-hand coordination.	Tossing bean bags; rolling a ball and picking it up; throwing underhand with a large ball; bouncing and catching a rubber ball; rolling a hoop; throwing and catching bean bags; bouncing a ball to one's self and to a partner; hitting a ball with hand over line to a partner.
Improved eye-foot coordination.	Walking a balance beam; performing stunts on a balancing beam; hopping on each foot alternately; kicking a stationary ball.
Consistent use of preferred hand and foot.	Throwing a ball with the same hand throughout play; digging and pouring sand by utilizing the same hand; rolling an inflated rubber tube; stopping a rolling ball with one's foot; pushing wheeled toys.
Improved bilateral motor development.	Bouncing a ball with two hands; bouncing a ball while alternating left-right and right-left; jumping a rope; hopping on each foot alternately; pushing wheeled toys; performing stunts; exploring possibilities of movement and using suggestions regarding movement; pushing an imaginary train or car with both hands; jumping in alternate directions, such as left-right, forward-backward.
Opportunities to solve problems through movement.	Exploring possibilities of problem-solving such as those posed by the following questions: "Who can walk on all fours?" "How many ways can I move this ball?" "How many ways can I jump?" "How many ways can I turn?" "How many parts of my body can I bend?"
Improved body image and self-image.	Demonstrating successful performance in bouncing a ball; rolling and catching a hoop; performing animal walks in horizontal, vertical and inverted positions; running and jumping in a specified space; climbing, hanging and pulling the body through apparatus; moving easily over challenge course developed by children.

PUPIL GOALS	MEETING THE NEEDS
Ages Four-Seven (Cont.):	
Opportunities to develop spatial awareness.	Moving while in a horizontal, vertical or inverted position; running or galloping in a circle, a square, and in a straight line; jumping as high as possible; crawling and walking over and under obstacles placed on the floor; leaping narrow and wide spaces made from ropes; moving around others without touching or falling; performing a particular activity within a given space; executing a variety of rhythmical activities (locomotor, axial and combinations of both) in different directions and in varying tempos; performing stunts on a mat alone and also with a partner.
Opportunities to work alone or in a small group creatively and for fun.	Building in a sandbox; using large blocks "to play an idea"; riding, pushing or pulling wheeled toys; rolling a ball by one's self or to another child; demonstrting how many ways and directions the body can be turned; moving in a manner that simulates the movement of mechanical objects; moving and showing contrasting emotion, such as sadness and gladness; moving and demonstrating various sizes and shapes.

PUPIL GOALS	MEETING THE NEEDS
Ages Six-Nine:	
A planned daily program which provides for each child opportunities to participate with varying degrees of vigor for increasing periods of time and which emphasizes development of balanced posture and efficient basic movements.	Performing each locomotor skill efficiently; performing skills of axial movement with and without musical accompaniment; playing tag and running games in a small group; following a course by running, jumping and dodging; performing several stunts on a climbing apparatus; participating in a singing game that requires continuous action; taking part in a variety of running games; working in groups to practice basic skills; performing locomotor skills for an increased length of time; participating in games that demand endurance.
Improved body control and improved fine and gross motor coordination.	Batting a ball with the hand; climbing on apparatus and jumping over low obstacles; running around the play area; swinging the body across ladders or rings; performing simple and complex balancing stunts; performing games that involve rapid changes in direction; playing start-and-stop games; playing throwing games; jumping a rope for an extended period of time.
Improved eye-hand coordination.	Batting a ball with a paddle; bouncing and catching a ball; bowling or rolling a ball to a target; moving across a row of rings or a horizontal ladder while using the hands alternately; returning a ball hit against a backboard; playing "passing the object" games; throwing a softball to a target; playing catch with a companion while using stationary bases.
Improved eye-foot coordination.	Walking on a balance beam; hopping on each foot while alternating freely, and then within specific patterns like the following: hop left, hop right, two hops left, two hops right; playing hopscotch; running and hopping around objects; dribbling a ball with the feet; performing stunts on a balance beam; jumping rope, using a long rope and a short rope alternately in so doing.

PUPIL GOALS	MEETING THE NEEDS
Ages Six-Nine (Cont.):	
Consistent use of preferred hand and foot.	Throwing a ball; batting a ball with the fist and then striking it with a paddle by using the same hand; balancing on one leg while swinging other leg; playing a hopping game by using one foot consistently; serving a ball in Four-Square by using the same hand on each serve; kicking a ball consistently with the same foot; galloping with the same foot forward, changing directions frequently; playing a game such as O'Leary.
Improved bilateral motor development.	Performing stunts like Jumping Jack; bouncing a ball with alternate hands; exploring possibilities of movement when hanging by knees on a low bar; dancing as an Indian does by using alternate feet; performing stunts like the Mule Kick; climbing a rope; performing stunts such as Skin-the-Cat.
Opportunities to solve problems through movement.	Demonstrating the answer to the question, "How can I move faster or slower?"; demonstrating different ways to throw a ball; demonstrating how to make a stop; finding out how to turn, twist and fall; showing various ways of moving the whole body; exploring ways of moving by use of a combination of axial and locomotor movements; exploring movements that demonstrate ideas; finding ways to get over and across a given object, such as a climbing apparatus.
Opportunities for creative expression.	Performing successfully a combination of two locomotor skills; combining a locomotor and an axial movement; moving to the rhythm of a poem; making up a jumping or hopping game; creating one's own rhythmic pattern and demonstrating it; creating a folk dance to the accompaniment of a song; performing an original stunt by combining two stunts; using movement to pantomime dramatic activities; telling a story through rhythmical movements.

PUPIL GOALS	MEETING THE NEEDS
Ages Six-Nine (Cont.):	
Opportunities to develop a positive body image and self-image.	Demonstrating successful use of skills learned; moving with a partner in playing "follow the leader"; developing and demonstrating one's own combination of stunts; moving while making the body as small as possible and then as large as possible.
Opportunities to develop appreciation of the worth of others.	Teaching a skill to a small group; participating in activities with rules decided upon and adhered to by the group; providing opportunity for each pupil in the group to try each stunt; accepting the principle that others should have their turns as leaders in playing games; evaluating one's own performance and that of others in terms of strengths and need for improvement; taking turns in being "It" in small-group games.
Opportunities to express one's self in exhibiting leadership and responsibility and in becoming increasingly self-directing.	Assuming responsibility for the care and use of equipment; assisting in a group demonstration of a stunt performed on a selected apparatus; teaching a game which can be played in the classroom; showing a way in which "I do the movement"; being a squad leader; choosing stunts that become increasingly complex; practicing skills that need improvement; taking turns as equipment monitor; taking turns in spotting for partners performing stunts on mats.
Opportunities to develop understanding of spatial relationships.	Walking and running to demonstrate the shape of a square, a circle, and a line; demonstrating the exploding of a rocket from its pad; skipping in every direction over the entire play area; running backward; moving body held as straight or as crooked as possible; moving the body at various levels and at different tempos.
Opportunities to express opinions in a desirable manner and to resolve differences of opinion.	Taking turns in choosing to play games that improve basic skills; taking part in the evaluation of one's performance and that of the group; taking part in making rules that govern activity; directing a game for a short period of time; inventing games with the group.

PUPIL GOALS	MEETING THE NEEDS
Ages Eight-Ten:	
A balanced daily program which provides for each child opportunities for vigorous activities of increased duration and which emphasizes the development of balanced and efficient basic movements.	Leaping, skipping and jumping in rhythmic patterns; jumping a rope for several minutes; exploring with a partner different patterns of movement; running a course around the playground and increasing the distance each week; climbing a rope or a pole; and using a pegboard.
Improved gross motor coordination.	Exploring and demonstrating many ways of moving the body on the floor or on the grass; performing stunts on a balancing beam; performing stunts on a horizontal bar; using each locomotor skill with control in playing games and in dancing.
Improved fine motor coordination.	Playing Four-Square and placing a ball in the area desired; playing table games such as table tennis and Carom; tossing a deck tennis ring from one pupil to another in circle formation.
Improved depth perception through movement.	Batting a ball off the batting tee; pitching at a target; playing Ring Toss, throwing at a moving target in a game like Dodge Ball; catching a thrown soccer ball while running.
Improved eye-hand coordination.	Hitting, throwing and catching balls of various sizes; playing paddleball or Two-Square; playing tetherball; playing throwing games, such as End Ball or Boundary Ball.
Improved eye-foot coordination.	Dancing folk dances such as "Bleking" or "La Raspa"; hopping first on one foot, then on the other in relays, stunts and rhythms; playing games that involve jumping.
Opportunities to plan creatively his own activities within his own capabilities, to express opinions courteously, and to solve problems.	Being a group leader in organizing a game; telling a story in rhythmic movements; determining the dances or stunts which a group will learn; cooperating with members of the group in deciding the rules that are to be used.

PUPIL GOALS	MEETING THE NEEDS
Ages Eight-Ten (Cont.):	
Opportunities to develop leadership and self-direction,	Assuming the role of spotter without being asked; choosing and directing an activity; setting up an obstacle course; taking turns at being a leader or an equipment monitor; teaching skills to a pupil who was absent when the skills were taught.
Opportunities to develop a group feeling in competitive activities, with an emphasis on performing common tasks rather than on winning.	Abiding by specific strategy when playing such games as Alley Soccer or Team Dodge Ball; selecting rules for advanced play in Four-Square.
Opportunities to develop respect for others.	Exploring with other pupils ways of moving to make circles, squares and triangles; demonstrating dances that influenced the people who settled in the United States; exploring with a small group the kinds of movements with which to tell a story or a poem; accepting majority decision of team members.
Opportunities to develop a positive self-image and to be appreciated by others.	Demonstrating and explaining a skill or technique which is important for the success of a group activity; developing a challenge course which each member of a group can complete; performing stunts or rhythms--in a horizontal and vertical position--which demonstrate body balance and movement.

PUPIL GOALS	MEETING THE NEEDS
Ages Nine-Twelve;	
A planned daily program that provides for each pupil opportunities for him to participate in activities which require varying degrees of vigor and strength and which emphasize balanced posture and efficient movement.	Performing dances and using such steps as the step-hop and the schottische in so doing; performing in stunts and track events; exploring with a partner and in groups the ways to throw and catch or kick and catch; playing running games such as Zone Soccer, Keep-Away, and basketball-type games; participating in exercises that stress body balance and good posture; reviewing such basic skills as running, jumping, balancing and dodging; performing stunts singly and in couples on mats and on apparatus.
Improved gross motor coordination and increased vigor.	Jumping a rope to music; jumping alone over a rope at varying heights, then with a partner; practicing base running; playing Beat the Ball; practicing on a challenge course made up of pieces of apparatus, a platform, and space for running; serving a ball over a low net with a paddle; running a course that requires a minimum of 15 minutes of continuous, vigorous activity to complete.
Opportunities to participate in activities that allow for individual differences.	Participating in a variety of games for two or four players, such as Paddle Tennis, Bounce-Volleyball and Shuffleboard; participating in group activities that utilize different levels of skills, such as a couple-balancing stunt, a dance created to a song, and hopscotch; batting a softball off a tee to a designated area; shooting basketball goals; participating in team games like Kick Football and Half-Court Basketball.
Improved fine motor coordination.	Bowling first at three pins, then at ten pins, with the use of wood or plastic pins; participating in table games such as table tennis and Carom; playing handball and tetherball; pitching horseshoes; playing stick games, such as Lumni Sticks.

PUPIL GOALS	MEETING THE NEEDS
Ages Nine-Twelve (Cont.);	
Opportunities to think critically and to generalize.	Assisting in evaluation of team plays; demonstrating basic skills employed in certain games, dances and stunts; judging the performance of each pupil in the group according to specified standards; leading a discussion in summarizing the quality of group performance at the conclusion of the activity; officiating for a team game; interpreting the scores of physical performance tests; analyzing skills needed for successful participation in various physical activities.
Opportunities to explore and to experiment with ideas and activities and to solve problems.	Creating a folk dance that could have originated in some other country or in some other part of the United States; creating a dance that manifests certain emotions, such as anger, friendliness, fear or joy, or a dance that portrays defeat or success; experimenting with strategy in playing Two-Square and paddleball; finding new ways of using play equipment to achieve new goals; creating a dance based on a sport; participating in a variety of games; practicing all positions on a team rather than just a preferred one.
Opportunities to work creatively at one's own rate of speed and within the range of one's own ability.	Creating a jump-rope routine; measuring one's improvement in basic skills such as throwing at a target; practicing stunts on apparatus and devising different combinations; practicing increasingly difficult stunts on mats at one's developmental rate; setting goals for one's self and seeking to attain the desired skills.
Opportunities to develop a positive self-image and to attain group status and leadership.	Demonstrating a new technique, skill, stunt or dance step; explaining the origin or history of an activity; explaining and illustrating how games are modified from country to country; taking turns at leading games or activities; being responsible for presenting a new active game; directing a paddle tennis tournament; organizing groups for performing stunts and rhythms; officiating at one or more games.

PUPIL GOALS	MEETING THE NEEDS
Ages Nine-Twelve (Cont.):	
Opportunities that encourage self-direction, foster independence, and evaluate achievement.	Being leader of a team or a group; demonstrating the responsibility of leadership in roles such as those of team captain, squad leader, and referee; presenting to a group ideas for a team play or a new dance; learning to read and to record scores and recording one's own growth and achievement; comparing one's own physical performance test records and evaluating progress in each component of fitness.
Improved depth perception.	Pitching horseshoes; batting at a target; playing Ring Toss; throwing to a moving target in games such as Pin Basketball and Keep-Away; batting a ball tossed to one's self; hitting Carom with a stick; receiving a punted soccer ball; catching flies and ground balls
Opportunities to develop a high degree of motor skills.	Competing on an individual basis in dashes and jumping events; throwing and kicking for distance and accuracy; maintaining one's own record of achievement in each activity; participating in increasingly more complex games, stunts and dances that require stamina, speed, coordination and accuracy; practicing sprinting starts; learning a swimming turn; jumping over a high-jump bar; participating in increasingly more complex activities that require balance and eye-hand-foot coordination.
Opportunities to be on one or more teams.	Being a member of a softball team and of a tumbling squad; playing with different groups of boys and girls; taking part in games in which flexible groupings make it possible to play on one or more teams; participating in a horseshoe tournament.
Opportunities for practicing acceptable social behavior.	Acquiring skills necessary for playing games in small spaces, such as table games, lawn games, and quiet games; demonstrating the meaning of team spirit as the members of a group work out their strategy; participating in "sports days"; participating in folk-dance festivals.

MOTOR DEVELOPMENT

TESTS AND ASSESSMENTS

This section consists of a collection of a few tests and assessments. Again, these are not final answers or diagnosis. Teachers should select the assessments which would be appropriate to their needs. Once an area where a child needs help is diagnosed, the teacher can refer to specific sections in this guide for ideas.

PROCEDURES FOR ADMINISTERING INDIVIDUAL MOTOR DEVELOPMENT ASSESSMENT TEST, GRADES K-2

Refer to the Motor Development Assessment checklist, p. 69, for specifics of each test.

TEST 1. Body Image

Purpose: To test the child's concept and knowledge of his body parts.

Equipment: None

Procedure: The child is asked to stand facing the tester at a distance of 10 feet and to indicate the parts of his body by touching them with both hands.

Evaluation: The child should be able to identify the body part without any hesitation or feeling around. The movement should be smooth and show confidence.

TEST 2. Spacial Orientation

Purpose: To test the child's concept of laterality and directionality.

Equipment: Hula hoop or bike tire

Procedure: Parts a-d. Instruct the child to perform the movements: "Raise your right hand." "Put your left hand on your right ankle." etc.

Parts e-g. Have the child face a hula hoop or bike tire, hands on hips. Instruct him to complete the movement you ask of him.

Evaluation: The movement should be made without hesitation, nor should it involve considerable thinking. The movement should be smooth and direct.

TEST 3. Balance

Purpose: To evaluate static and dynamic balance and visual motor association.

Equipment: Balance beam(s) with a 2" surface and a 4" surface

Procedure: Parts a-b. Instruct the child to face the tester, eyes closed, hands on hips. Direct him to stand on his right foot, then stand on his left foot.

Parts c-d. Ask the child to walk slowly in a heel-toe fashion, eyes focusing on an object ahead of him at eye level.

Evaluation: If the child shows any difficulty such as swaying or not keeping arms and feet still, mark "N" for Needs Improvement. When the child is on the beam, watch for difficulty such as stepping off the board, sliding feet, pausing frequently, or using a fast walk to avoid losing balance.

TEST 4. Gross Motor Movement

Purpose: To evaluate gross motor coordination and ability to sustain movement and balance.

Equipment: Jump box 18 or 20 in. tall; chair or bench

Procedure (jump): Part a. Ask the child to take a jumping position on a jump box, feet about shoulder distance apart. Have the child jump from the top of the box and land on a fairly soft surface. The child is instructed to jump with both feet leaving the jump box at the same time and land lightly on the ball of the foot--not flat footed--without losing balance.

Evaluation: If both feet do not leave the jump box at the same time, or land at the same time on the balls of the feet, or if the child is unable to maintain balance completely, mark "N" for Needs Improvement.

Procedure (hop): Parts b-c. Ask the child to support his weight on his right foot for ten seconds and then hop forward three times in succession on this same foot. Then have the child turn and face instructor, stand on his left foot for ten seconds, and hop forward on his left foot three times. This should all be done in a fluid movement. (This event should be demonstrated before the test is given.)

Evaluation: If the free foot touches the ground while the child is either stationary or hopping, if the postural shift is not smooth, if the hopping lacks rhythm, or if the child loses control or balance, mark "N" for Needs Improvement.

Procedure (skip): Part d. Ask the child to skip forward 10 skips.

Evaluation: Make sure both legs do the skipping (not a one-legged skip like a gallop). Watch for smoothness of rhythm and opposition of the arm swing and lifting of the knee.

Procedure (gallop): Part e. Ask the child to gallop around a small circle.

Evaluation: Watch for smoothness and rhythm. Make sure one leg leads and that only one foot is touching the ground at a time.

Procedure (slide): Part f. Ask the child to slide a distance of 10 feet (standing slide), hands on hips.

Evaluation: Watch for crossing the feet or legs. Make sure the body remains turned sideways. Watch for smoothness of weight transfer from one foot to the other.

TEST 5. Ball Handling Skills

Purpose: To evaluate hand-eye coordination and the principles of body movement.

Equipment: Yarn ball, bean bag or small ball

Procedure: Part a. Instruct the child to hold a ball at his waist with both hands. Have him bounce and catch the ball. This activity is performed three times.

Part b. Instruct the child to toss an object about five feet in the air and catch it. Three trials are given.

Part c. Instruct the child to throw the object underhand to a person or at an object about six feet away. Three trials are given.

Evaluation: The child should catch the ball smoothly in the hands, not cradle it with his body. He must catch it successfully two out of three times. Watch for accuracy in throwing and make sure the child follows the principle of opposition by stepping out on the foot opposite the throwing arm.

TEST 6. Angels in the Snow

Purpose: To evaluate the child's perception of "same" and "opposite" movements and position.

Equipment: None

Procedure: "Same" and "opposite" in this test will be according to the mirror image; thus, "same" calls for a left response to a right movement and "opposite" calls for a right response to a right movement.

Part a. Ask the child to perform the same movement as the instructor who stands facing him. When the instructor raises his left arm, the child should raise his right arm.

Part b. Ask the child to perform the opposite movement as the instructor who stands facing him. When the instructor kicks his left leg to the side, the child should kick his left leg.

Part c. Again the instructor and child face each other. Ask the child to respond to the instructor's movement using the opposite side and moving in the opposite direction (i.e., if the instructor swings his right arm front-shoulder, the child swings his right arm back-shoulder.

Evaluation: The moves should be quick and fluid. No hesitancy can be allowed.

TEST 7. Fine Motor Coordination

Purpose: To evaluate the efficiency of the small muscles.

Equipment: Small ball on a string approximately 2' long

Procedure: Part a. With fingers in piano-playing position, see if the child can move each finger independently of the others. Both hands should perform at the same time. For example, ask the child: "Move your ring fingers." "Move your little fingers." "Move your thumbs."

Evaluation: Watch for movement only by the finger indicated. Watch for smoothness of change from one finger to the other on command.

Procedure: Part b. Stand in front of the child and swing a small ball slowly. Instruct the child to follow the ball with his eyes.

Evaluation: The child's eyes should follow the movement smoothly without hesitation. Watch for jerkiness and excessive blinking or pausing.

TEST 8. Shape Discrimination

Purpose: To see if the child can reproduce accurately the four basic shapes.

Equipment: Soft sand or pencil and paper

Procedure: Instruct the child to draw each of the shapes indicated, one at a time. Do not allow erasing and do not allow over 10 seconds per drawing.

Evaluation: The drawing should employ straight lines that meet cleanly. Angles should be as even as possible.

INDIVIDUAL RECORD FOR MOTOR DEVELOPMENT
ASSESSMENT TESTS, GRADES K-2

Name: ____________________

S=Satisfactory
N=Needs Improvement

Date							
Age							Comment:
TEST 1. Body Image							
a. Ears							
b. Ankle							
c. Knee							
d. Hip							
e. Palm							
f. Shoulder							
g. Wrist							
h. Stomach							
i. Thigh							
j. Side of head							
TEST 2. Spacial Orientation							
a. Raise right hand							
b. Left hand to right ankle							
c. Left elbow to right knee							
d. Raise left hand above head							
e. Step in							
f. Step out							
g. Step over							
TEST 3. Balance							
a. Stand on right foot ten seconds, eyes shut							
b. Stand on left foot ten seconds, eyes shut							
c. Walk on the 4" beam							
Walk on the 2" beam							
TEST 4. Gross Motor Movement							
a. Jump							
b. Hop right							
c. Hop left							
d. Skip forward							
e. Gallop							
f. Slide							
TEST 5. Ball Handling Skills							
a. Bounce and catch							
b. Toss							
c. Throw							
TEST 6. Angels in the Snow							
a. Same							
b. Opposite							
c. Opposite arm and direction							
TEST 7. Fine Motor Coordination							
a. Fingers independently							
b. Track a swinging ball							
TEST 8. Shape Discrimination							
a. Circle							
b. Square							
c. Triangle							
Rectangle							

PROCEDURES FOR ADMINISTERING INDIVIDUAL MOTOR DEVELOPMENT ASSESSMENT TEST, GRADES 3-6

TEST 1. Body Image and Spacial Orientation

Purpose: To test the child's concept of his relationship to the space around him.

Equipment: None

Procedure: Parts a-e. Ask the child to stand facing the instructor at a distance of about 10 feet. The child is asked to indicate the parts of the body by touching them with both hands.

Parts f-g. Instruct the child to perform the movement on direction. Example: "Put your right hand on your left ankle."

Parts h-i. Instruct the child to take a straddle position with hands on hips. Direct him to jump and make a half-turn before landing; then jump again and make a quarter-turn before landing. Balance must be maintained.

Evaluation: The child should be able to identify the body part without feeling around or any hesitation. The movement to indicate the body part or position should be smooth and show confidence in movement.

TEST 2. Balance

Purpose: To evaluate balance, laterality and visual motor association.

Equipment: Balance beam with 2" surface and a 4" surface

Procedure: The instructor stands at the opposite end of the board from the child, or at a distance close enough to see the movement clearly. Ask the child to walk slowly in a heel-toe fashion, eyes focusing on an object ahead of him at eye level.

Evaluation: If the child shows any difficulty such as stepping off the board, sliding feet, pausing frequently, or uses a fast walk to avoid losing balance, mark "N" for Needs Improvement.

TEST 3. Gross Motor Movement

Purpose: To evaluate gross motor coordination, ability to sustain movement and balance.

Equipment: Softball; jump box 18 or 20 inches tall; chair or bench

Procedure (jump): Part a. Ask the child to take jumping position on a jump box, feet about shoulder distance apart. Have the child jump from the top of the box and land on a fairly soft surface. The child is instructed to jump with both feet leaving the jump box at the same time and land lightly on the ball of the foot--not flat footed--without losing balance.

Evaluation; If both feet do not leave the jump box at the same time, or land at the same time on the balls of the feet, or if the child is unable to maintain balance completely, mark "N" for Needs Improvement.

Procedure (hop): Parts b-c. Ask the child to support his weight on his right foot for ten seconds and then hop forward three times in succession on this same foot. Then have the child turn and face instructor, stand on his left foot for ten seconds, and hop forward on his left foot three times. This should all be done in a fluid movement. (This event should be demonstrated before the test is given.)

Evaluation: If the free foot touches the ground while the child is either stationery or hopping, if the postural shift is not smooth, if the hopping lacks rhythm, or if the child loses control or balance, mark "N" for Needs Improvement.

Procedure (Skip): Parts d-f. Ask the child to skip forward ten skips; skip backward ten skips; skip in place ten skips.

Evaluation: Make sure that both legs are skipping (not a one-legged skip like a gallop). Watch for smoothness of rhythm and opposition of the arm swing and lifting of the knee. In-place skipping should be done with the legs under the child, not kicking out to the side. Also watch for the bending and lifting of the knees.

Procedure (toss and throw): Parts g-h. Instruct the child to toss the softball about 10 feet in the air and to catch the ball. Three trials are given. Instruct the child to throw the ball to the instructor or at an object about 10 feet away. Three trials are given.

Evaluation: The child should catch the ball smoothly in the hands, not cradle it with his body. He must catch the ball successfully two out of three times. Watch for accuracy in throwing and make sure the child follows the principle of opposition by stepping out on the foot opposite the throwing arm.

TEST 4. Mirror Image

Purpose: To evaluate the child's perception of opposite movement or position.

Procedure: Part a. The instructor and child are facing. Instruct the child to place his right hand on the instructor's right shoulder.

Part b. Again, the instructor and child face each other. Ask the child to respond to the instructor's movement using both the opposite side and the opposite movement (i.e., when the instructor raises his arm to a high front position, the child should respond by extending his right arm behind him in a low position).

Evaluation; The moves should be quick and fluid. No hesitancy can be allowed. Make sure the child does not indicate movement toward the wrong side. For Part b, make sure every movement is completely opposite the instructor's.

TEST 5. Fine Motor Coordination

Purpose: To evaluate the efficiency of the small muscles.

Equipment: Small stick about 1/4-inch diameter and 10 inches long; a lap or desk on which to rest fingers.

Procedure: Part a. Have the child hold his fingers in piano-playing position. Number the fingers on each hand, starting with the thumbs, 1, 2, 3, 4 and 5. Instruct the child, on direction, to move a designated finger on both hands independently of the others. Give instructions in 3/4 rhythm.

Example: 1, 2, 3, 4, 5
3, 5, 4, 3, 2, 1
1, 5, 2, 4, 3, 3, 3
444, 555

Part b. See if child can twirl the small stick between each of the fingers on the preferred hand. (To determine the preferred hand let the child pick up the stick; do not hand it to him.)

Evaluation: Part a. Watch for accuracy of rhythmic pattern, smoothness, accuracy of finger movement, and sequence. Base evaluation on two out of three trials.

Part b. The child should be able to move the sticks through the fingers with a smooth, not hesitant movement. The child should continue the movement at least five seconds.

TEST 6. Shape Discrimination

Purpose: To see if the child can reproduce accurately the four basic shapes.

Equipment: Pencil and paper

Procedure: Ask the child to draw as accurately as possible each shape indicated. Do not allow any erasing. Do not allow over 15 seconds per drawing.

Evaluation: The drawing should employ straight lines that meet cleanly. Angles should be as even as possible.

RECORD SHEET FOR MOTOR DEVELOPMENT
ASSESSMENT TESTS, GRADES 3-6

Name: ________________________________

S=Satisfactory
N=Needs Improvement

Date									
Age									
TEST 1. Body Image and Spacial Orientation									Comment:
a. Thigh									
b. Temple									
c. Wrist									
d. Abdomen									
e. Waist									
f. Right hand to left ankle									
g. Left elbow to right knee									
h. Jump and turn one-half turn									
i. Jump and turn one-quarter turn									
TEST 2. Balance									
a. Walk on a 4" beam									
b. Walk on a 2" beam									
TEST 3. Gross Motor Movement									
a. Jump									
b. Hop right									
c. Hop left									
d. Skip forward									
e. Skip backward									
f. Skip in place									
g. Toss ball in air									
h. Throw ball									
TEST 4. Mirror Image									
a. Right hand to right shoulder									
b. Complete opposite position									
TEST 5. Fine Motor Coordination									
a. Finger movement									
b. Twirl a small stick									
TEST 6. Shape Discrimination									
a. Square									
b. Triangle									
c. Rectangle									
d. Circle									

RECORD OF BODY PERCEPTION AND SPACIAL AWARENESS

BODY SURFACES

1. Lie down with your stomach on the mat.
2. Lie down with your back on the mat.
3. Sit on the mat.
4. Lie on your side.
5. Now roll to your other side.

BODY PARTS AND THEIR MOVEMENTS

Body Parts

1. Touch your arm.
2. Touch your leg.
3. Touch your stomach.
4. Touch your feet.
5. Touch you head.

Trunk Movements

1. Bend to the side.
2. Bend to the other side.
3. While standing, bend forward as far as you can.
4. While standing, bend backward as far as you can.
5. Curl up as small as you can.

Body Part Movements

1. Raise your arms over your head.
2. Kneel.
3. Stand.

Body-to-Object Relationships

1. Place your front toward me.
2. Place your back to the box.
3. Lie down and place your feet toward me.
4. Lie down and place your head away from me.
5. Lie down with your side toward me.

Object-to-Body Relationships

1. Tell me when I am in front of you.
2. Lie down and tell me when I am near your head.
3. Tell me when I am near your feet.
4. Stand up and tell me when I am in front of you.
5. Tell me when my hand is level with your eyes.

TEST PROCEDURES TO IDENTIFY PUPILS WITH POOR NEUROMUSCULAR COORDINATION*

Balance is important because it is the primary pattern out of which laterality develops. Two simple screening methods for balance are:

- Remain standing on one leg, eyes closed, for 10 seconds; then other leg.
- Use a walking board (2" x 4" x 12') elevated 3" to 5" off floor (use 4" side). Observe whether the child has learned which side to activate and control in order to correct imbalance, Children who have no trouble will move forward, backward and sideways with relaxed easy movements. Those having severe laterality problems will usually evidence difficulty moving from left to right.

Spatial orientation requires a point of reference to stabilize functions and put outside objects into a proper perspective. Screening methods are:

- Body parts. With eyes closed, place hands on the same level as shoulders. (Should be within 30° of horizontal.)
- Heel-toe walk. Walk a line 20-feet long, placing feet heel-and-toe fashion (heel coming in contact with toe).
- Backward movements.

  Walking: Observe whether pupils turn to see where they are walking or are unsure of movements.

  Running: Observe whether pupils turn to see where they are running or are unsure of movements.

  On walking board: Observe whether pupils turn to see where they are walking or are unsure of movements.

A more comprehensive check is needed to find correct sidedness (lateral dominance), but these screening methods may be used.

- Hand. Use of hand dynamometer and/or picking up small object from floor or hitting ball with hand.
- Foot. Squash an imaginary bug or kick ball.
- Eye.

  Far point: Sight object through 8-1/2" x 11" paper rolled into tube.

  Near point: Use a 4" tube of paper to look at "x" marked on paper lying on desk.

Neurological organization may be checked by:

- Walking, running, and/or skipping. In cross-pattern movement, the arms should swing naturally with a rhythmic balance of movement of left arm and right leg, then right arm and left leg.
- Creeping. In cross-pattern on hands and knees, the right hand is moved forward, the left knee moves forward; as left hand moves forward, the right knee moves forward in a rhythmical, balanced movement.

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* Notes from the 1966 California Association Health, Physical Education and Recreation Elementary School Physical Education Workshop.

POST-IDENTIFICATION

The following exercises will benefit pupils with poor perceptual-neuromuscular coordination:

Balance Improvement

- Spinning or twirling while standing.
- Sitting - with and without use of hands.
- Kneeling, arms extended outward; balance on knees; throwing motion.
- Prone (on stomach) - rocker position, scooting on floor.
- Supine (on back) - feet and arms extended upward, inverted hop, walk, skip, run, gallop, and so on.
- Standing:

  On toes - diver's stance, heels together, eyes closed.
  On one foot - eyes closed, stationary, then hopping.
  Turns - walk straight line; can use in relays, jump and turn.

- Walking board; vary movements:

  Forward - walk slowly with arms sideward, arms on hips, objects in hands, fast turns, hop, close eyes.
  Backward - duplicate forward movements.
  Sideward - left and right. (The left-to-right movement is particularly good for laterality difficulties.)

Spatial Orientation

- "Angel in the Snow."
- Standing - Tell youngster to make self be big; be small.
- Walking board; backwards:

  Over rope.
  With hands clasped behind body.
  Arm sideward with palms down, eraser balanced on each hand.
  Vary.

- Obstacle course - Include walking board, chairs, jungle gym, climbing swing poles, objects to jump, apparatus on playground, and so on. Change course often.

Neurological Orientation

- Doman-Delacato neurologically coordinated exercises:

  Flip-flop. The pupil lies on his stomach facing to the left; left elbow is bent and left knee is bent (the thumb-sucking position for right-handed youngsters). The right hand is extended alongside the body, and the right leg is extended.

When "Flip" is called, the left and right sides change positions. The elbow and knee on the same side of the body move together. The head always turns to look at the forward hand. The elbow and knee hit the mat at the same time.

The purpose of the flip-flop exercise is to strengthen the earliest form of crawling.

Cross-pattern creep. The cross-pattern creep is performed on the hands and knees. As the right hand is moved forward, the left knee moves forward. The left knee touches the left wrist. The head turns to look at the forward hand. The knees are lifted while the toes drag. Thumbs do not curl. The thumb and fingers are together (not spread apart) and are pointed straight ahead. The right hand and left knee touch the floor at the same time. Have pupils pretend that they are elephants swinging their trunks when they do the cross-pattern creep.

Next, as the left hand moves forward, the right knee moves forward to touch the right wrist. The head turns to look at the forward hand. Knees are lifted, toes dragged. Cross-pattern creeping is copied from babyhood motor development and is the most important exercise in the program.

Cross-pattern walk. The cross-pattern walk is performed in an upright walking position. It is an extension of the cross-pattern creep. The right hand and left leg move forward while the head and neck turn toward the forward foot.

The youngster is to look at the forward toe and point to it. Pupils are instructed to refrain from raising the heel before raising the toe as in regular walking. Instead they are to lift the heel and toe together. This is accomplished by leaning backward slightly, bending the knee, and then lifting the whole foot.

The cross-pattern walk provides the best possible balance for the human when he is upright.

PERCEPTUAL SURVEY RATING SCALE*

Walking Board and Jumping Activities

1. Ask the child to perform the activity; do not demonstrate.
2. Check the description that best matches the child's response.

WALKING BOARD ACTIVITIES - Test for laterality and directionality.
Use 2" x 4" walking board at least 8 feet long.

Activity 1: Walk forward to opposite end of the board.

Date:					
Walks with ease; is well balanced					
Steps off board more than once					
Uses one side of body more than other					
Uses body too symetrically					
Tries to place feet crosswise					
Walks too fast or too hesitantly					

Remarks:

Activity 2: Walk backward to opposite end of board.

Date:					
Walks with ease; is well balanced					
Steps off board more than twice					
Twists to see where he is going					

Remarks:

Activity 3: Walk sideways to opposite end; return without turning.

Date:					
Steps sideways with one leg; brings other leg to it					
Crosses legs when walking					
Steps off board more than once					
Can walk in one direction on board only					

Remarks:

JUMPING ACTIVITIES - Schedule activities in large, uncluttered area.
Test for laterality, body image, rhythm.

Activity 1: Jump forward with one step, legs together.

Date:					
Jumps with both feet together					
Cannot get both feet off ground together					
Is jerky; stiff motion					

Remarks:

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* From California Association of Health, Physical Education and Recreation Physical Education Workshop Syllabus, Fresno, California, 1966.

Activity 2: Jump on right foot, holding left off the floor.

Date:					
Shifts body weight to right; does with ease					
Touches the floor with left foot					
Cannot get the right foot off the floor					

Remarks;

Activity 3: Jump on left foot holding the right off the floor.

Date:					
Shifts weight to the left; does with ease					
Touches the floor with right foot					
Cannot get the left foot off the floor					

Remarks:

Activity 4: Skip, alternating one hop on each foot.

Date:					
Alternates feet in smooth, rhythmic pattern					
Stops before changing feet					
Does not bounce on alternating feet, but walks or runs					

Remarks:

Activity 5: Hop twice on the right foot and once on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

Activity 6: Hop once on the right foot and twice on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

Activity 7: Hop twice on the right foot and twice on the left.

Date:					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

Activity 8; Hop once on the right foot and once on the left.

Date;					
Smooth rhythmic motion; does with ease					
Cannot shift body weight					

Remarks:

PERCEPTUAL SURVEY RATING SCALE

Identification of Body Parts

1. Ask the child to stand at a distance of ten feet facing the instructor.
2. Give directions, i.e., "Touch your shoulders."
3. Observe how the child performs the task and check the description that best matches the child's response.
4. Write any other pertinent observations as to how the task was performed.

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1. Say to the child, "Touch your shoulders."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

2. Say to the child, "Touch your hips."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

3. Say to the child, "Touch your head."

Date:					
Decisive in response					
Hesitant in response					
"Felt around" for part					

Remarks:

4. Say to the child, "Touch your ankles."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

5. Say to the child, "Touch your ears."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

6. Say to the child, "Touch your feet."

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

7. Say to the child, "Touch your eyes,"

Date:					
Decisive in response					
Hesitant in response					
Touched both parts					
"Felt around" for parts					

Remarks:

8. Say to the child, "Touch your elbows."

Date:					
Decisive in response					
*Hesitant in response					
Touched both parts					
"Felt around" for parts					

*Slight hesitancy permissible because of change in posture.

Remarks:

9. Say to the child, "Touch your mouth."

Date:					
Decisive in response					
Hesitant in response					
"Felt around" for part					

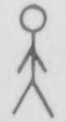
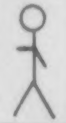
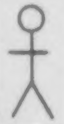
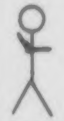
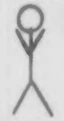
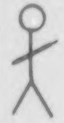
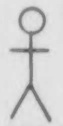
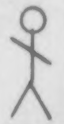
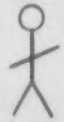
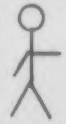
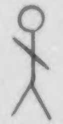
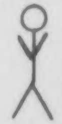
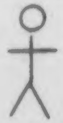
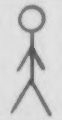
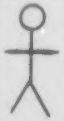
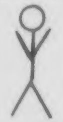
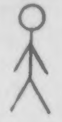
Remarks:

PERCEPTUAL SURVEY RATING SCALE

Imitation of Movement

Name ______________________________

1. Ask the child to stand 8 or 10 feet away, facing the instructor, and far enough from walls or other obstruction so he will not strike them when he extends his arms.
2. With his hands loose at his sides, ask him to do whatever the instructor does.
3. Move through all patterns in order, left to right.
4. Observe how the child moves from one pattern to the next.

																	
1. Prompt, definiteness of movement.																	
2. Hesitancy or lack of certainty in response.																	
3. Abortive movement of arm which should move.																	
4. Arm moved in wrong direction, then correctly.																	
5. Reproduced pattern incorrectly, then corrected himself.																	
6. Reproduced pattern incorrectly, then had to be shown correct pattern.																	
7. Reversed examiner's movements.																	
8. Parallels examiner's movements.																	

PERCEPTUAL SURVEY RATING SCALE

Obstacle Course and Visual Achievement Form

OBSTACLE COURSE

Activity 1: Step over yardstick placed across seats of two chairs.

Date:					
Steps over with adequate estimation of height					
Knocks off yardstick					
Steps too high					

Remarks:

Activity 2: Go under yardstick placed between two objects about two inches lower than shoulder.

Date:					
Bends under yardstick with proper estimate of height					
Knocks off yardstick					
Bends too low					

Remarks:

Activity 3: Squeeze through narrow opening. (Use two chairs closely placed back-to-back.)

Date:					
Squeezes through without touching with proper estimate of space					
Touches a chair					
Tries to go without turning sideways					

Remarks:

VISUAL ACHIEVEMENT FORM - This is a test for figure-ground relationships.

Directions:

1. Sit directly across from child.
2. Give him a plain piece of paper, 8-1/2" x 11".
3. Say, "I want you to copy these seven drawings on this sheet of paper." Give no other directions.
4. Present drawings one at a time, beginning with a.

	a, ○	b, +	c, ▭	d. △	e, < >	f, ⊠	g, ⬨
1. Shifts or turns paper,							
2, Completes form as a whole.							
3. Completes segmentally.							
4. Size near size of material.							

Remarks:

PERCEPTUAL SURVEY RATING SCALE

Drawing Shapes

CHALKBOARD CIRCLE

Directions:
1. Ask the child to draw a circle.
2. Give no instructions as to size or characteristics.
3. Do not give direction as to handedness.
4. Give no direction as to placement or amount of space to use.
5. Check the description that best matches the child's response.

Observations: Preferred Hand

Date:					
Same as for other activities					
Different than for other activities					
Unsure of which hand					

Remarks:

Observations: Size of Drawing

Date:					
18" to 24"					
Very small; uses wrist and fingers					
Restricted in gross motor pattern					

Remarks:

Observations: Position of Drawing

Date:					
Midline					
Toward preferred hand					
Confusion in finding starting point					
Firm, strong movement					

Remarks:

Observations: Accuracy

Date:					
Distorted					
Smooth					

Remarks;

Observations: Direction

Date:					
Clockwise					
Counterclockwise					

Remarks:

DOUBLE CIRCLE

Directions:
1. Ask the child to draw two circles at the same time.
2. Give child a piece of chalk in each hand.
3. Repeat direction to draw two circles until diameters of 18-24 inches are achieved.
4. Allow child to choose his own position at board.
5. Give no direction as to placement or amount of space to use.
6. Do not demonstrate or describe movements.
7. Check the description that best matches the child's response.

Observations: Size of Drawings

Date:					
Both same size, 18" to 24"					
Both small					
One large and one small					

Remarks:

Observations: Direction

Date:					
Right hand counterclockwise					
Left hand clockwise					
Right hand clockwise					
Left hand counterclockwise					

Remarks:

Observations: Accuracy

Date:					
Distorted					
Smooth					

Remarks: (Duplicate)

Observations: Attention

Date:					
All attention given to one circle					
Leads with one hand					
More concern over one hand					
Equal attention to both hands					

Remarks:

LINES: LATERAL

Directions:
1. Ask the child to turn around so he cannot see the instructor.
2. Place an "X" about 18 inches to the left of the center of the board and a second "X" the same distance to the right.
3. Have child turn around and draw a straight line from one "X" to the other.
4. Give no direction as to hand preference.
5. Give no other instructions.
6. Check the description that best describes the child's response.

Observations: Use of Body

Date:					
Walks from left "X" to right "X" without moving hand or arm					
Stands stationary and connects "X's"					

Remarks:

PERCEPTUAL MOTOR SCREENING TEST*

Student's Name ____________________ Sex ______

Tester's Name ______________________________

School ___________________________ Grade ____

Birthdate: Month __________ Year __________

TEST	TASK	INSTRUCTIONS	Primary Evaluations				
			General		Specific		
			Good (4)	Poor (3-2-1)	Steps off more than once.	Pauses frequently.	Trouble regaining balance.
Balance Beam	Ask child to walk to other end of 4" beam	Walk slowly. Take normal strides. Place feet straight along board.					
1. Frontward							
2. Backward							
3. Sideward (right)		Side step, leading with right foot.					
4. Sideward (left)		Side step, leading with left foot.					

Sub-Evaluation Checklist

	YES	NO
1. Does the child use one side of the body more consistently than the other?	______	______
2. Does the child use two arms symmetrically during much of the performance?	______	______
3. Does the child consistently place his feet crosswise on the beam?	______	______
4. Does the child consistently take long strides?	______	______
5. Does the child consistently fall off one side or the other?	______	______

---

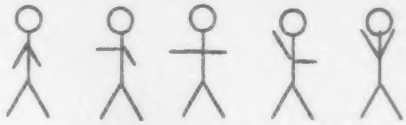
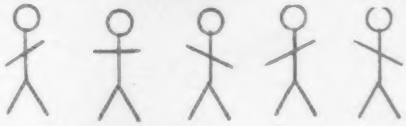
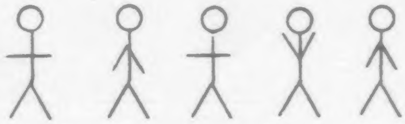
* Adapted from Pontiac Unified School System, Pontiac, Michigan.

PERCEPTUAL MOTOR SCREENING TEST (Cont.)

TEST	TASK	EVALUATION Smooth flow of alternation ↔ Two separate activities			
		4	3	2	1
Skipping	Skip with alternating feet.				
Jumping		EVALUATION Use both sides of body in parallel fashion. Good ↔ Poor			
		4	3	2	1
	1. Put feet together and jump forward one step at a time.				
		Can shift posture to operate with one side of body. Good ↔ Poor			
		4	3	2	1
	2. Stand on one foot and jump forward one step. a. Right foot				
	b. Left foot				
Hopping		EVALUATION Shifts from one side to the other. Smooth and rhythmical ↔ Stiff and jerky			
		4	3	2	1
	1. Hop in place on right foot, then on left foot, then in alternating rhythm, 1/1.				
	2. Irregular alternation--hop in sequences of: a. 2/1				
	b. 1/2				

PERCEPTUAL MOTOR SCREENING TEST (Cont.)

TEST	TASK	EVALUATION CRITERIA
Imitation of Movements	Child faces teacher 8-10 feet away. Ask him to do whatever the teacher does.	4. Integrated - smooth decisive. 3. Inadequate - almost, but indecisive. 2. Disorganized - instead of one arm, he moves both arms. 1. Unrelated - told to move feet, he moves arms.

Do the sequence in order.	Integrated	Inadequate	Disorganized	Unrelated
	4	3	2	1
a. Unilateral Movement 				
b. Cross-lateral Movement 				
c. Bilateral Movement 				

Sub-Evaluation Checklist

Does the child consistently parallel or reverse the examiner's movements?

Indicate which one by circling. Parallel Reverse

PERCEPTUAL MOTOR SCREENING TESTS (Cont.)

TEST	TASK	OBSERVE	EVALUATION
Circle	Ask the child to step to chalkboard and draw a circle. Give no instructions concerning size or other characteristics: "Make it like you think it should be made."	Preferred hand	Compare with other bimanual activities.
		Size	2- to 3-inch diameter circle might indicate restriction in gross motor movement patterns. Compare with other data.
		Position	Does he limit performance to one side? Ask him to look straight ahead and draw circle with a designated spot as center. If he avoids this, the problem might be with laterality or directionality. Compare with other data.
		Accuracy	Look for "dog ears" or stopping during production. This indicates difficulty in form perception.
		Direction	Should be counterclockwise with right hand and clockwise with left hand.
Lines: Lateral	Ask the child to turn around so he cannot see the teacher. Place "X's" 18 inches to left and right of the center of the chalkboard. Ask the child to turn around and draw a straight line from one "X" to the other.		Body. Will walk across from one "X" to the other. Hand. Problem in controlling hand across midline; false starts; pauses; accurate on one side only.

STRING TEST

Equipment: Two pencils, 4' white string, thumb tack.

Task 1: Secure the string to the eraser of one of the pencils with the thumb tack. The child places the pencil, with string attached, centered between his eyes on the bridge of his nose.

Evaluation

1. How many strings do you see? (He should see two.) 1 ______ 2 ______
2. Do they look like an "X", "Y", "V"? X ______ Y ______ V ______
3. Cover the right eye. How many strings do you see? 1 ______ 2 ______
4. Cover the left eye. How many strings do you see? 1 ______ 2 ______

NOTE: If the child reports he can see a string with either eye, yet can only see one string with both eyes, it might signify that outside clinical care is in order.

5. Where do the strings come from? Eyes ______ Side of head ______

Task 2: The teacher places his pencil against the string close to the child's hand with the eraser projecting above string. Have the child look straight at the eraser. Start moving the pencil towards the child's face. Make sure he watches with both eyes.

Evaluation

1. Do you still see an "X", "Y". or "V"? (Changes will often be reported.) Yes ______ No ______ Changes ______
2. Do you see two strings at all times? Yes ______ No ______

If no

3. Does one string fade or disappear? Yes ______ No ______
4. Do the strings fade or disappear alternately? Yes ______ No ______

NOTE: Outside clinical care is indicated if strings fade or disappear singly or alternately.

If yes

If the child reports seeing two strings at a point from his eyes to a distance equaling the distance from his elbow to his knuckle it would appear that the child is visually mature for near-centered tasks in the classroom.

KRAUS-WEBER TESTS

The Kraus-Weber Test is a series of performances designed to measure minimum muscular fitness. The standardization and use of the tests are described by Kraus and Hirschland (1954). Certain items in this series were bound by Prudden (1956).

Items 4 and 5 of the Kraus-Weber series have been shown to be related to school achievement in the early grades. The child who has difficulty with these two items would appear to lack general postural and gross motor coordination. He can be helped through the sensory-motor training techniques.

Test 1. Child lies flat on back, hands behind head, legs outstretched. Examiner holds his feet to the floor. He then pulls up into a sitting position without using hands. Scored "passed" if child can achieve sitting position.

Test 2. Child lies on back, hands behind head and knees bent. Examiner holds his feet to the floor. He pulls himself up into sitting position without using hands. (Scored "passed" if child can achieve sitting position.)

Test 3. Child lies on back, hands behind head, legs out straight. He raises feet ten inches from the floor while keeping legs straight and holds this position for ten seconds. (Scored "passed" if child can raise legs without bending knees and hold this position for ten seconds.)

Test 4. Child lies face down, hands clasped behind neck, a small pillow under his hips. Examiner holds his feet to the floor. He is asked to raise his head, shoulders and chest off the floor and hold the position for ten seconds. (Scored "passed" if child can raise himself and hold this position for ten seconds.)

Test 5. Child lies face down, his head resting on his hands and pillow under his hips. He raises his legs off the floor without bending the knees and with the feet inches off the floor. He holds this position for at least ten seconds. (Scored "passed" if the child can achieve the described position and hold it for ten seconds.)

Test 6. Child (without shoes) bends from the hips, keeping his knee straight and feet together and touches the floor with his finger tips. He should hold the position for three seconds. (Scored "passed" if child can touch floor without bending knees or "bouncing," and hold position for three seconds.)

ADDITIONAL TESTS AND MEASUREMENT DEVICES

Title	Available
1. Clark's Motor Development Scale for Young Children	Los Angeles County Schools
2. Frostig Test of Sensorimotor Disfunction	
3. Purdue Inventory	
4. Rosner Perceptual Survey	
5. Santa Clara Inventory	

WARM-UPS AND PHYSICAL FITNESS ACTIVITIES

WARM-UPS AND CONDITIONING EXERCISES

Warm-ups are an essential *beginning* of every physical education period. They are designed to be completed in a minimum of time and to prepare the muscles and joints of the body for the vigorous activity to follow. Warm-ups include a variety of exercises, covering those for stretching, increasing flexibility, and circulation. The warm-up activities selected should have direct bearing on the type of activity that will follow. The teacher should plan a sequence of warm-ups so that successive exercises will not use the same muscle groups.

Conditioning exercises are designed to develop endurance, strength, increased flexibility, and coordination of the body. In order to condition a muscle or body part, the number of times an exercise is repeated must be over and above the number that just warms up the body. The number of repetitions of an exercise that is needed to condition a muscle depends on the individual taking the exercise.

The charts on pages 98-102 give directions for warm-up and conditioning exercises and specify how each exercise can be used as a warm-up and/or conditioning activity. The suggested number of repetitions for the exercises cover a range for the average child. To increase endurance and strength, there must be a gradual building of repetitions regardless of the beginning level.

The following suggestions are for *planning* the exercise period (five minutes per day):

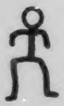
1. Have a preselected area or station in mind where exercises are to be conducted.
2. Plan the total program to improve posture, flexibility, strength, balance, agility and endurance. Choose one exercise from each of the basic groups (see charts, pages 98-102).
3. Provide lateral movements before bending and stretching.
4. Start with simple, less vigorous exercises.
5. Increase strenuousness of the exercises gradually.
6. Make allowances for individual pupils because of physical factors or recent illness or injury.

In *conducting* the exercise period, the teacher should:

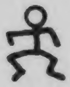
1. Stress the importance of each exercise.
2. Teach the children to perform the exercises rhythmically, correctly and vigorously.
3. Use commands that take pupils from one exercise directly into another. This conserves time and increases the children's endurance levels.
4. Teach children to inhale through the nose and exhale forceably through the mouth as much as possible.
5. Do not start an exercise period fast or end fast. The peak should be in the middle of the period. Taper off slowly.
6. At the beginning, provide opportunity to recuperate between exercises.
7. Work up to nonstop activites to increase endurance.
8. Allow different children to lead the group after they become familiar with the exercises.

QUICK WARM-UP RHYMES FOR ELEMENTARY CHILDREN

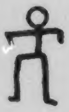
I Like To Be Tall

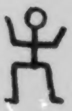


I stand on my tiptoes to make myself tall. (Stress straight knees, flat stomach, lifted chest.)

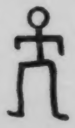


I bend my knees to make myself small. (Stress straight back.)





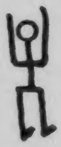
I like to be tall, I like to be small,



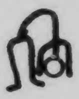
But I like my own height (Stress elbows bent.)

Best of all! (Correct posture.)

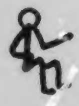
Reach to the Sky



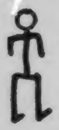
Reach to the sky. (On tip toe; emphasize strong upward stretch.)



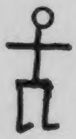
Touch your toes. (Emphasize straight knees.)



Bend your knees. (Place knees between elbows.) Wiggle your nose.



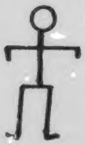
Stand up tall,



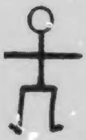
Arms out straight. (Emphasize keeping arms level.)

Twist and turn like a garden gate. (Twist trunk strongly sideward on underlined words, alternating right and left.)

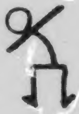
I'm a See-Saw



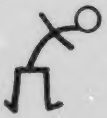
I'm a see-saw (Jump to stride position.)



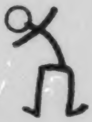
In the park. (Hold palms up, straight line from fingertip to fingertip.)



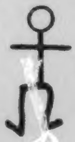
Children



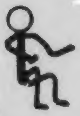
ride



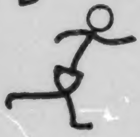
'til almost



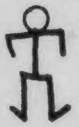
dark.



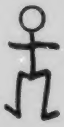
Then off they get
(Land lightly.)



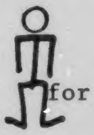
and home they run.
(Run in place.)



But I stay

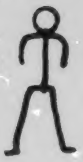


in the park

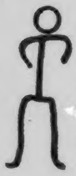


for fun.

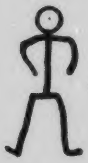
Jumping Jack



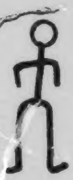
Jumping (Jump to stride.)



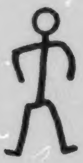
Jack, (Jump with feet together.)



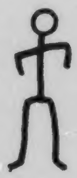
Jumping



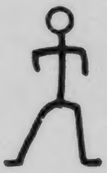
Jack,



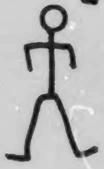
Out,



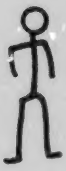
in,



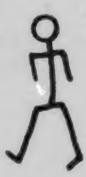
out.



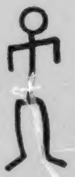
Jumping



Jack,



Jumping



Jack,

Turn yourself about.

CATEGORY	EXERCISE OR ACTIVITY	NUMBER OF REPETITIONS THAT CONSTITUTE: WARM-UPS	CONDITIONING
BREATHING	Arm Lift Starting position - Standing. 1. Arms up, inhale. 2. Arms down, exhale.	5-10	Not Applicable (N.A.)
	Ragdoll Starting position - Bent over at the waist, arms hanging. 1. Inhale slowly to a standing position. 2. Return to ragdoll.	5-10	N.A.
	Blast-off Starting position - Standing, hands together, elbows bent. 1. Raise arms while rising on tiptoes while inhaling. 2. Lower arms and heels while exhaling.	5-10	N.A.
	Pyramid Starting position - Standing, arms at side. 1. Jump to a stride position, flinging arms sideward and upward while inhaling. 2. Return to starting position while exhaling.	5-10	N.A.
STRETCHING AND DEVELOPING FLEXIBILITY	Side Bender Starting position - Arms overhead, feet apart. 1. Bend right. 2. Return. 3. Bend left. 4. Return.	5-10	N.A.
	Toe Toucher Starting position - Hands on hips, feet together. 1. Bend over and touch toes. 2. Return to starting.	5-10	N.A.
	Knee Lifts Starting position - Standing. 1. Raise right knee to chest. 2. Return. 3. Raise left knee to chest. 4. Return.	5-10	N.A.
	Around the World Starting position - Bent over at the waist, arms extended. Rotate to the left, up and over the head and back to the ground for eight smooth counts.	5-10	N.A.
	Trunk Twisting and Turning Starting position - Standing, arms out at sides, shoulder high. 1. Twist to left. 2. Return to position. 3. Twist to right. 4. Return to position. (Feet remain flat on ground.)	5-10	N.A.
	Wing Stretcher Starting position - Standing, elbows bent, chest high. 1. Pull elbows back and keep head from bending forward. 2. Return to starting position. (Pull gently at first.)	5-10	N.A.

CATEGORY	EXERCISE OR ACTIVITY	NUMBER OF REPETITIONS THAT CONSTITUTE: WARM-UPS	CONDITIONING
STRETCHING AND DEVELOPING FLEXIBILITY (Cont.)	Windmill Starting position - Straddle legs with arms held sideward, shoulder height. 1. Right hand touch left foot. 2. Return. 3. Left hand touch right foot. 4. Return to starting position.	5-10	N.A.
	Floor Toucher Starting position - Hands on hips, feet apart. 1. Lock thumbs of both hands together and touch the floor six inches to the right of the right toe. 2. Touch the floor between the toes. 3. Touch six inches to the left of the left toe. 4. Return to starting position.	5-10	N.A.
	Body Bender Starting position - Stand erect, feet shoulder width apart, hands clasped behind head. 1. Bend sideward to the right as far as possible. 2. Return to starting position. 3. Bend sideward to the left as far as possible. 4. Return to starting position.	5-10	N.A.
	Swimmer Starting position - Bend forward at the waist allowing the arms to swing loosely at the shoulders. 1. Rotate the right and left arms vigorously as though swimming the crawl stroke. 2. Bend backward at the waist and do the back stroke, alternating the right and left arms vigorously.	5-10	N.A.

CATEGORY	EXERCISE OR ACTIVITY	NUMBER OF REPETITIONS THAT CONSTITUTE:	
		WARM-UPS	CONDITIONING
MUSCULAR STRENGTH AND ENDURANCE	Bear Hug Starting position - Standing. 1. Step forward on one leg. 2. Hug leg under knee. 3. Return to starting position.	5-10	N.A.
	Toe Raiser Starting position - Standing. 1. Raise on your toes; hold. 2. Lower heels slowly.	5-10	12-20
	Rubber Band (Strength only.) Starting position - Standing; grab wrists, arms shoulder high. 1. Pull arms apart slowly. 2. Return together slowly.	N.A.	4-6
	Elevator Starting position - Standing. 1. Extend arms and bend knees 1/4 bend. 2. Continue to 1/2 bend. 3. Raise to 1/4 bend. 4. Return to standing position.	5-10	12-20
	Jumping Jack (Muscular endurance only.) Starting position - Arms at side, legs together. 1. Extend arms and jump to a straddle position. 2. Lower arms and jump, bringing legs together.	5-10	20-50
	Push-up Starting position - On hands and knees with arms below shoulders and shoulder distance apart. Extend body until hips and back are straight. 1. Lower body by bending elbows until the nose touches the floor 2. Raise body to starting position.	1-4	5-20

CATEGORY	EXERCISE OR ACTIVITY	NUMBER OF REPETITIONS THAT CONSTITUTE: WARM-UPS	CONDITIONING
PROMOTES AGILITY	Scissors Starting position - Stand at attention with hands on hips. 1. Spring into the air, land on toes with right foot one stride in front of left. 2. Spring into the air, land on toes with the left foot one stride in front of the right.	5-10	12-20
	Burpee Starting position - Standing, arms at side. 1. Squat, bending knees and placing hands on floor. 2. Thrust legs out backward. 3. Return to squat position. 4. Stand.	5-10	12-20
	Momentum Starting position - Stand at attention. 1. Spring with right leg and left arm forward. 2. Spring with left leg and right arm forward, (land lightly on toes with a great deal of spring in the legs).	5-10	12-20
	Kangaroo Hop Starting position - Semi-squatting position, hands on hips, back straight. 1. Jump as high as possible, hands on hips. 2. Land in the starting position.	5-10	12-20
	Coordinator Starting position - Stand at attention. 1. Hop on left foot, swing right leg forward touching toe to floor in front of left foot. Bring both arms forward to shoulder level, fully extended. 2. Hop again on left foot. Swing right foot to the right side and touch to floor, flinging arms sidewards at shoulder level. 3. Hop again on left foot, returning to starting position. 4. Repeat, using the right foot to hop on.	5-10	12-20

CATEGORY	EXERCISE OR ACTIVITY	NUMBER OF REPETITIONS THAT CONSTITUTE:	
		WARM-UPS	CONDITIONING
HEART AND LUNG ENDURANCE	1. Jog in place; raise knees high.	1-2 min.	8-20 min.
	2. Jog a distance.	1-2 min.	8-20 min.
	3. Skip in place with both arms swinging forward and back.	1-2 min.	N.A.
	Tortoise and Hare Starting position - Stand at attention. 1. On command "tortoise," pupil jogs slowly in place. 2. On command "hare," the pupil doubles tempo, knees lifted high and arms swinging vigorously.	N.A.	6-15 min.
	Step Test Starting position - Stand facing a bench or step. 1. Step up with the right foot. 2. Step up with the left foot. 3. Step down with the right foot. 4. Step down with the left foot.	1-2 min.	6-15 min.
	The Sprinter Starting position - Assume squatting position, hands on floor, left leg fully extended to the rear. 1. Reverse position of the feet by bringing left foot up to hands and extending right foot to the rear. 2. Reverse feet again to return to starting position.	1-2 min.	6-15 min.
	Squat Jump Starting position - Semi-squat position, hand clasped on top of head, feet four to six inches apart, heel of left foot in line with toes of right foot. 1. Spring upward from the floor, reversing the position of the feet and coming down to the semi-squat position. 2. Same movement, reversing feet. (Hands remain on head.)	2-3	15-20

Acknowledgments

Appreciation for the material included in the Physical Fitness section is extended to C. Carson Conrad, Executive Director of the President's Council on Physical Fitness and Sports; John Klumb, Unit Manager, Health and Safety Unit, California State Department of Education; Dr. Genevie Dexter, Consultant in Physical Education, California State Department of Education; Jack Capon, Supervisor of Physical Education, Alameda Unified School District; and Lou Mozzini, Curriculum Coordinator of Physical Education, San Diego County. It has been through their efforts that physical performance has attained its rightful emphasis in the schools of California.

PHYSICAL FITNESS PHILOSOPHY

The level of success in physical performance is dependent upon the level of development of the components of physiological and motor fitness.

The components of physiological fitness are:

- Cardiorespiratory endurance, which is the ability of the heart and lungs to maintain efficient function during and after vigorous exercise.
- Muscle strength, which is the ability of the muscles to exert force.
- Muscle endurance, which is the ability of the muscles to continue activity that requires muscular strength.

The following items are essential to develop and maintain physiological fitness:

- Overload, which is working near maximum effort.
- Progression, which is an increase in the work or resistance required.
- Specificity, which focuses work on specific tasks rather than on a combination of tasks.
- Regularity, which means work at regular intervals--each day, each week, each year.

The components of motor fitness are:

- Agility, which is the ability to move the body or any of its parts in any direction.
- Balance, which is the ability to assume and maintain any body position against the force of gravity.

- Coordination, which is the ability of the body to integrate the action of the muscles of the body to accomplish a specific movement or a series of skilled movements.

- Power, which is the ability of the muscles to move the entire body or any of its parts with explosive force.

- Speed, which is the rate at which movement is made.

The following items are essential to developing and maintaining motor fitness.

- A planned practice session.
- Skills which are introduced at the appropriate level.
- Adequate amount of practice.
- Learning sessions planned within physical fitness abilities.

The purposes of using tests in physical exercise are to:

- Identify pupils' strengths and weaknesses.
- Adapt instruction for individual pupils and groups.
- Appraise individual pupil progress.
- Adapt the physical education program.

CAUTIONS IN PHYSICAL FITNESS ACTIVITIES

Before any child participates in any fitness activity, the teacher should check the health records with the nurse to be sure there are no children with ailments that would be aggravated by physical exercise.

In addition, the teacher should be alert for the following danger signs adapted from the "Report of the Committee on Exercise and Fitness of the American Medical Association," reprinted in the *Journal of the American Association of Health, Physical Education and Recreation*, September 1965:

> The pupil may experience a certain amount of distress after long, hard periods of work or exercise. Most of these distress symptoms are natural and should present no cause for alarm; however, there are certain danger signs that teachers should be aware of.
>
> - Excessive breathlessness. Some breathlessness is normal with exercise, but breathlessness that persists long after the exercise has ended is a cause for concern.
>
> - Bluing of the lips. Except in cold, wet weather, bluing of the lips and nailbeds is an abnormal response to exercise.
>
> - Pale or clammy skin. Pale or clammy skin or cold sweating following or during exercise is not a normal reaction to physical activity within the usual temperature ranges of the gymnasium or playing field.
>
> - Unusual fatigue. Excessive fatigue, as evidenced by unusual lack of endurance or early failure to maintain moderate activity, is dangerous, particularly if it persists more than an hour.

- Persistent shakiness. Unusual weakness or shakiness that continues for more than ten minutes following vigorous exercise presents another danger sign.

- Muscle twitching or tetany. Muscular contractions such as twitching or tetany, whether localized or generalized, sometime occur as an unusual reaction to exercise.

All or any of the above-mentioned danger signs warrant medical attention.

Other concerns that may be a cause for medical referral are headache, dizziness, fainting, broken night's sleep, digestive upset, pain not associated with injury, undue pounding of the heart or uneven heartbeat, and disorientation or personality changes.

Absentee. Students who are absent need to be placed back in the developmental sequence of fitness activities. A student who misses a day's activities has lost some fitness and needs to start from where he was before he was absent.

CIRCUIT TRAINING

(A Suggestion for Organizing the Physical Fitness Period)

Circuit training is an exciting teaching technique that utilizes a series of exercises and activities to be performed by small groups at various stations on the playground. This program is based on individual performance.

1. The teacher:
    - Develops the circuit.
    - Organizes squads.
    - Provides instruction.
    - Plans for individual differences.
2. The class:
    - Starts with warm-up exercises.
    - Rotates through stations.
    - Performs in activities.
    - Strives for improvement.
3. The squad leaders:
    - Give commands.
    - Lead squads.

As performance develops, add varied activities, increase number of repetitions, and add more running.

Specific planning for physical fitness activities should consider the factors of *overload, progression, specificity* and *regularity* (see page 103). In planning circuits:

- Develop definite locations for each station.
- Utilize all available equipment and facilities.
- Increase or decrease number of stations based on needs of class and organization of playground.
- Define locations and traffic patterns.
- Place an activity card at each station.

Each squad reports to a designated area to perform a particular activity under the leadership of a pupil. At the completion of the activity and on a given signal by the teacher, squads rotate through the circuit of activities. A circuit procedure is presented below:

- Start. After warm-ups and interval running, class breaks into four squads. Each squad then goes to its beginning station.

  Example: Squad 1 goes to Station 1.
  Squad 2 goes to Station 2.
  Squad 3 goes to Station 3.
  Squad 4 goes to Station 4.

- Activity. Squads then proceed through the activities designated for each station. Activities continue until the teacher gives the signal for all squads to rotate to new stations. Squad 4 would go to Station 1, and so on.

- Rotation. On signal, all squads move in single file to next station. The teacher may call for any of a number of locomotor movements--jog, walk, hop, skip, gallop--to be done during rotation.

- Finish. After each squad has performed activities at each station, leaders bring squads back to central assemblage for return to class.

Circuit stations and activities are limited only by imagination. The suggested circuit presented below is not static and may be changed to meet the needs of each school, especially those with limited equipment. The stations were developed to be used in progression.

Station One (Horizontal Bars)

1. Full arm hang (20 count minimum).
2. Hang, bring knees up alternately.
3. Hang, bring bent knees up together.
4. Sloth hang.
5. Bent arm hang, chin above bar.
6. Pull-up.

Station Two (Sandbox)

1. Walk forward, length of box.
2. Walk backward, length of box.
3. Cross-step, length of box.
4. Walk and kneel on box.
5. Pass partner on beam.
6. Broad jump for practice beside box.

Station Three (Horizontal Ladder)

1. Side rail travel.
2. Double rail travel.
3. Single rung travel.
4. Skip rung travel.
5. Single rung travel with pull-up.
6. Double rail travel in reverse.

Station Four (Jump Rope Area)

1. Single jump.
2. Double jump.
3. Single hop.
4. Skip in place.
5. Skip traveling.

Safety precautions are listed below:

- The program is based on individual performance. Fitness for one pupil is not fitness for another.

- Be aware of children with ruptures, hernias and recent incisions. (No abdominal stress or strain.)

- Be sure hands are clean when using equipment.

- The leaders should be the only ones to give commands.

- Participation in activities should be only during instructional time and with teacher supervision.

Outside or inside circuit training can be used in conditioning exercises. Such exercises are a very important part of any lesson in elementary school physical education because they help condition the body for vigorous participation in life. The teaching suggestions on page 95 will help to make the exercises more meaningful.

In planning running activities:

- Start slowly (jog) at the level of the class.

- Plan for progression by slowly increasing the distance to be covered and decreasing the times for levels of achievement.

PHYSICAL FITNESS ACTIVITIES

Continuous Movement Activity

Although continuous movement activities cannot be classified as circuit training, the benefits in cardiorespiratory endurance and leg exercise are important. Children should not be expected to do all of these at once. Progression should be slow and steady. A suggestion:

Entire class forms a large circle, then--

1. Walks three circles; arm and shoulder exercises; breathes deeply.
2. Jogs two circles, slowly.
3. Walks two circles; arm and shoulder exercises; breathes deeply.
4. Jogs one circle, moderately.
5. Sprints one circle, 3/4 speed.
6. Walks one circle; arm and shoulder exercises; breathes deeply.
7. Stops; faces center; 25 jumping jacks.
8. Performs propellers (arm circle, palms up).
9. Skips one circle.
10. Walks one circle; arm and shoulder exercises; breathes deeply.
11. Stops; faces center, feet slightly apart, trunks bending forward.
12. Touches toes (knees straight), 10 count.
13. Burpee exercise, 10 count.
14. Jogs two circles, moderately.
15. Walks one circle; shoulder and arm exercises; breathes deeply.
16. Stops; faces center; runs in place (knees high), 30 seconds.
17. Walks one circle; arm and shoulder exercises; breathes deeply.
18. Sprints one circle, 3/4 speed.
19. Walks one circle; breathes deeply.

20. Stops; faces center. Endurance hop:

    - 20 left toes.
    - 20 right toes.
    - 25 up and down, feet together.
    - 25 side straddle hops.
    - 25 stride (hop with feet moving in same manner as walking).

21. Jogs one circle.
22. Walks one circle.
23. Jogs one circle.
24. Walks four circles.

Following are two examples of five-minute continuous movement exercise: Do each part correctly and vigorously for a maximum of 16 counts.

Example 1

1. Walk in circle, swing arms.
2. Reverse walk; small arm circles, palms up.
3. Reverse walk; small arm circles, palms down.
4. Jog on toes.
5. Walk, (steam engine or wing stretcher).
6. Reverse skip.
7. Reverse jog.
8. Face in, feet apart, hands on hips; twister or bobble or body bender (left center, right center, forward up, back up).
9. Dervish (2 jumps 1/2 right, 2 jumps 1/2 left, or scissors).
10. Elephant (hands together, arms straight, bend at waist, swing from side to side).
11. Walk-jog lap around field.

Example 2

1. Walk in circle, swing arms.
2. Reverse walk; large arm circles, palms up.
3. Reverse walk; large arm circles, palms down.
4. Jog on toes.
5. Walk (skin diver).
6. Reverse skip.
7. Reverse jog.
8. Face in, feet apart, hands on hips; lariat or bobble or body bender (bend forward, right, back, left).
9. Half knee bends or treadmill turn.
10. Jack knife, cross feet.
11. Walk, jog, walk, jog, lap around field.

Abdominal Strength and Endurance Activities

1. Curl-up

Start in a supine position, arms crossed on chest. Raise upper trunk to sitting position; lower to starting position.

2. Flip Pancake Forward

Grasp the horizontal bar with back of hands toward face and hands spread to a width a little greater than that of the body. Jump to a front leaning rest position with thighs resting on the bar and arms and legs extended. Adjust hands so that palms are toward face. Curl over the bar, bend knees; continue to roll over the bar and land on feet.

3. Half Sit-up

Start with back leaning against wall or partner's leg in a 45-degree position. Raise upper trunk to sitting position; lower to starting position.

4. Bent Knee Sit-up

Raise upper trunk to sitting position, touching elbows to knees. Lower to starting position.

5. Controlled Headstand

Place hands on head on the mat so that they mark the points of an equilateral triangle. Move feet slowly toward face and raise hips to a position over shoulders. Raise one leg after the other or both legs at the same time until hips and knees, ankles and toes, can be held straight in vertical position. Return to the surface by bending hips and lowering legs so that the body weight can be taken on feet. (When a pupil is learning to perform the controlled headstand, another pupil, called a spotter, stands with the side of his foot placed against the head of the performer on the mat. The side of the spotter's body provides a surface against which the performer's body may rest momentarily if the performer loses his balance while executing the headstand.)

6. Incline Board Sit-up

Use incline board permitting feet to be higher than head. Raise upper trunk to sitting position and lower to starting position.

7. Pull-over (Hip Swing Up)

Face and grasp horizontal bar with back of hands toward face. Swing legs backward and forward, and on forward swing bend arms and kick with one leg to bring hips to rest on bar with feet together. Hold a front-support position.

8. Shoulder Stand

Lie on back. Lead with feet and roll backwards until hips are above shoulders and legs are extended vertically as high as they can reach with toes pointed upward. Maintain inverted body balance by bracing hands against body at the waist or a little below and resting upper arms on the floor parallel with body. Weight of body is carried on shoulders, neck and elbows. Hold this position for several seconds and then return to original position by bending knees to chest, removing hand support, and slowly rolling from rounded back to pelvis, finally allowing legs to rest in place. Repeat until able to perform with no hand support.

9. Hand Knee Shoulder Stand

No. 1 or bottom man, must have strong shoulder muscles. He lies on back with knees bent. No. 2 man stands between his knees and as close to the bent hips of No. 1 as he can. Three spotters should be used while this stunt is being learned--one to stand at each side and one at the head of No. 1. No. 2 places hands either on the knees or thighs of No. 1 according to the length of his arms, as he leans forward to allow his shoulders to be caught by the hands of No. 1. The elbows of No. 2 must not bend, and No. 1 must be careful to get a comfortable grasp on No. 2's shoulders. No. 2, by swinging one leg upward, raises both legs over his head. If he remembers to point his toes and keep his head raised, he will have a perfect balance on the hands and knees of No. 1.

10. Head Curl-up

Start in a supine position, hands at side, palms down. Curl head forward; lower to starting position.

Abdominal Strength Activities

1. Skin-the-Cat

Jump upward, grasp the bar with back of hands toward face, and let body hang straight. Pull with arms and, at the same time, bring both feet between arms and under the bar. Continue to turn body between arms as fast as possible. Release bar and land lightly on feet.

2. Skin-the-Cat Over and Back

Perform a Skin-the-Cat to the point at which the horizontal bar is generally released but, instead of releasing the bar, pull body back between arms with knees bent and close to chest. (If the bar is low, a child may push off the ground and then pull with arms to gain the correct position.)

3. Up and Reach

Lie on back with arms extended beyond head. In one continuous movement lift arms, reach forward, and sit up. At the same time pull knees close to chest inside outstretched arms. Return to the starting position and continue to sit up and lie down in a rhythmical movement.

4. Upper Body Lift

Start in a supine position, arms at side, palms down. Raise upper trunk to sitting position, lower to starting position.

5. V-Sit

Lie on back with legs straight and arms out from shoulders. Come to a position where body is balanced on the buttocks with the trunk and legs making a "V." Arms stretched out from the shoulders are used to balance. Return slowly to position. Repeat several times and try to hold the "V" position for a longer period during each performance.

6. V-Sit Squeeze

   Start in back leaning rest with legs raised 12". Raise legs, squeezing legs to chest with toes pointed; open up again and return to starting position.

7. Sitting Tucks

   Start in back sitting rest with legs 12" off floor. Pull knees to chest, push legs back to starting position, and do not let feet touch the floor.

Agility Activities

Agility is a combination of gross body movements rather than individual skills. The latter are dependent upon the former for correct execution.

1. Agility run - University of Illinois (Cureton) or employ own design.
2. Shuttle run.
3. Squat thrust or burpee, four or six count. Female should perform push-up from knees.
4. Jack springs. (Progress from the knee, to shin, to toes.)
5. Dodging activities. (Use old auto tires, chairs, lines, etc.)
6. Tag or "It."
7. Whistle drills. (Lie down, get up, run, reverse, stop, lie down, get up, skip, etc. This activity also develops endurance.)
8. Obstacle courses. (This activity also develops strength, power, and endurance.)
9. Tumbling activities. (Use care.)
10. Rhythm activities and self-expression.
11. Relays such as crab, all four, skipping, hopping, run sideward or backward.
12. Pirouette, 1/4, 1/2, full.
13. Hitch kick.
14. Crawling exercises or under bar, etc.

Static Balance Activities

1. Toe balance, right and left.
2. Diver's stance.
3. Skater or front scale.
4. Squat balance or frog stand, preceded by tripod stand.

5. Head balance.

6. Elbow balance.

7. Tiger balance, advanced. (Spot for safety carefully and use lateral or shoulder roll. Not for girls.)

8. Hand balance.

9. Tuck handstand or balance.

Dynamic Balance Activities

1. One-foot hop, forward, sideward, backward.

2. Forward roll on mat.

3. Backward roll on mat.

4. Cartwheel.

5. Pirouette. (Jump into air and turn.)

6. Hitch kick.

7. Front handspring on mats.

8. Hand walk.

9. Drag one leg and handstand. (DON'T KICK HIGH.)

10. Jack springs. (Jump into air and touch toes with hands. Progress from knees, to shins, to toes.)

11. Backward roll to snap down. (Advanced balance activity.)

12. Hopscotch.

Flexibility Activities

Always start with lateral movements for low back flexibility.

1. Side bender.

2. Lateral toe touch, right hand to left toe.

3. Chest raiser, arms sideward, 45°.

4. Trunk extension with partner. (Also twist.)

5. Inverted push-up.

6. Arm circles for shoulder joint, large movement.

7. Quad stretcher. (Pull foot up to rear with hand and stretch front of thigh.)

8. Hurdler exercise. (Lead with chest, not head.)

9. Calf and ankle stretcher. (Partner sit on feet.)

10. Foot rotation (hula) with partner or single.

11. Neck rotation. (Also use hands to stretch four ways.)

12. Neck bridge. (Use hands for safety.)

13. Adductor stretcher, twist and stretch thigh.

14. Toe touch and hold.

15. Abdominal churn. (Rotate trunk 360° circle.)

16. Sitting trunk flexion and partner carefully push.

17. Hamstring stretch, foot on wall or stall bar and lean forward with trunk straight.

Upper Body and Arm Strength/Endurance Activities

1. Horizontal Bar Activities

   a. Hang on bar with back of hands toward face and body hanging with no support for a count of one. Drop to an easy landing by bending ankles, knees, and hips.

   b. Hang on a bar with back of hands toward face and with body extended for increasingly longer counts (10 to 20). Rest and relax between attempts.

   c. Hang on a bar with back of hands toward face and with knees brought up to chest and lowered to position.

   d. Hang with arms bent and with back of hands toward face. Hold chin at bar level until arms tire and then lower body.

   e. Perform a sloth hang, also called an ankle pull-up, by grabbing one end of the horizontal bar with both hands and swinging the body up and crossing the legs over the other end of the bar. While hanging with straight legs along bar, pull chin up to bar. Lower and repeat, alternating sides of head to bar. Lower legs first when dismounting and do so before tiring.

   f. Perform at least two chin-ups by pulling up with palms of hands toward face.

   g. Perform a pull-up with the elbows slightly bent.

2. Mat Activities

a. Walk on all fours the length of the mat.

b Run on all fours the length of the mat.

c. Perform a seal walk around mat. Drag legs along the floor as the arms and hands move the body.

d. Perform a partner pull-up. One person lies on his back with his head and shoulders between the legs of his standing partner. The person on the floor raises his arms and interlocks hands and wrists with the partner above, then pulls up until his chest touches the clasped hands or wrists while his body is kept in a straight line, with the weight on his heels.

e. Perform a tip-up or frog stand. Squat so that hands are flat on floor, somewhat turned in, elbows inside thighs and pressed hard against knees, feet close to hands. Lean forward slowly and transfer the weight of the body onto arms and hands and at the same time lift toes from the floor. Hold this position for from 5 to 20 counts. Head should be held up to get good balance. Increase time in which position can be held.

f. Perform a hand stand with support for feet. Performer stands facing partner and places hands on the floor about shoulder width apart. Arms and legs should be fully extended, head thrown well up. Try to throw the feet so that they are caught by partner. Position is held by pointing toes as feet balance over raised head. The hand stand may be taught from a position of both hands and one foot on the floor. The free leg, by a swing, pulls both legs up into the air. Many children can do a hand stand easily from a standing position.

3. Push-up Activities

a. Wall push-up. Start with feet 12" from wall, leaning against wall with hands in push-up position. Lower chest to wall, raise to starting position. Increase progressively to 36" from wall.

b. Body raise. Start in a prone position, elbows even with ears, forearms on floor. Raise body, then lower to starting position.

c. Back push-up. Start in a back leaning rest position. Keeping body straight, lower, touching seat to ground.

d. Knee push-up.

e. Push-up.

f. Seal crawl.

g. Push-up, with feet progressively elevated.

h. Bar dips. Start in an arm rest position, arms fully extended on ends of parallel bars. Lower body until angle of upper arm and forearm are less than a right angle. Push up to arm rest position.

i. Wide-spread push-up with hands outside of shoulders.

j. Hands together push-up.

k. Back handed push-up. (Face hands with fingers pointing outward.)

l. Hand clap push-up. (Spring into air, clap hands and return hands to floor.)

m. Chest tap push-up. (Spring and clap chest at top of the rise.)

n. Hand stand with feet on wall, hands 18 inches out. Lower nose to floor and raise.

o. Extension press-up.

4. Rope Climbing Activities*

(Beginning - Single Rope)

a. Lower body, hand-under-hand to lying position.

b. Raise body, hand-over-hand to standing position.

c. Rope chin-up.

d. Climb with foot clamp.

e. Climb using arms and legs. Descend.

f. Descend using stirrup.

g. Make fast and rest.

h. Climb without use of legs.

(Intermediate - Single Rope)

a. Climb rope from a sitting position on the floor.

b. Climb from mat in a full lever position. Descend same way.

c. Climb in an inverted position. Descend in the same position until head touches mat.

d. Stand and seat mount (requires ability to tie a line hitch).

e. Inverted hang.

f. Rocking chair.

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* It is essential to have sufficient spotters and mats for all rope climbing activities at all skill levels. Pupils must be checked out at floor level before performing any rope activity.

(Intermediate - Double Rope, 4' to 5' apart)

a. Climb one rope. Descend two ropes without using legs.

b. Climb two ropes without using legs and alternating hands (left rope with left hand and right rope with right hand). Descend alternating hands.

c. Climb two ropes 10'; chin three times and climb to top; descend.

d. Climb two ropes 10'; Skin-the-Cat three times; climb to top; descend. (Pupils may use tuck to Skin-the-Cat but the half lever is more difficult.)

Cardiorespiratory/Endurance Activities

1. Astronaut Drills

The children form a large circle and are spaced about six feet apart. The basic movement is a walk around the circle, not necessarily in step. The teacher gives various commands designating the activity to be performed. Most of these are locomotor movements which the children do while moving in the circle. The teacher may, however, direct the circle to stop and do certain excercises. After the task has been done, the children continue the walk around the circle. The following movements and tasks can be incorporated into the routine.

a. Various locomotor movements such as hopping, jumping, running, sliding, skipping, giant steps, high on toes.

b. On all fours, moving in the line of direction, forward, backward, and sideward. Repeat backward and forward using crab position.

c. Stunt movements like the seal walk, gorilla walk, bunny jump.

d. Upper torso movements and exercises that can be done while walking, such as arm circles, bending right and left, body twists.

e. Various exercises in place. Always include an abdominal development activity.

Children who lag can move toward the inner part of the circle and allow more active children to pass them on the outside.

2. Basketball Slide Drill

The children are scattered on the floor or playground with each assuming a guarding stance as in basketball. One foot is ahead of the other and the hands are out as if guarding. The movements forward and backward should be made using a shuffle step with the feet retaining their approximate relative position to each other. Movements to the side should be a slide.

The leader stands in front with a whistle. He points in a direction and immediately the players move that way (forward, backward, or to either side). When the whistle is blown again, all stop. Other signals, such as "Go" or "Stop" could be used in lieu of a whistle.

Another method of moving the children is to station a player in front of the group with a basketball. He dribbles rapidly in any direction, and the players move in relative position with him.

3. Endurance Hops (Continuously)

   a. Hops on both feet (up to 200).

   b. Straddle hops, laterally (up to 200).

   c. Scissor hops, forward and backward (up to 200).

   d. Hops on right toe (up to 50).

   e. Hops on left toe (up to 50).

4. Fast Stepping

   Each child fast-steps in place just as rapidly as he can for ten seconds, followed by a ten-second rest. The cycle is repeated. This is quite strenuous and the children should be checked carefully to determine dosage.

5. Follow the Leader

   Lead group through the following: run around area; jump across each mat; jog around the horizontal bar and to the far end of the gym; jump (long) rope twice before returning to starting place.

6. Knee Raised Run

   Run in place by raising knees as high as possible on each step. The arms should swing vigorously with each step. The weight of the body should be carried on the toes. Running time should be gradually increased to three or four minutes.

7. Rope Jumping for Time

   The object is to turn the rope as fast as possible during the time limit. The number of successful jumps is counted.

8. Running in Place

   Run in place by lifting knees waist-high on each step. Carry body weight on front foot and toes. Each arm should swing rhythmically at the side of the body. The exercise should be performed first for a half minute, then the time of performance gradually increased until the pupils can run in place for three or four minutes.

9. Scissor Jumps

   With hands on hips, jump high straight up, reversing legs in a scissor-like motion. Repeat.

10. Sprinter

    Assume a squatting position, hands on floor, left leg fully extended to the rear. Reverse position of feet. Repeat.

11. 3/4 Squat Jumps

Assume 3/4 squatting position above right heel with fingers laced on top of head, palms down. Feet are four to six inches apart with heel of left foot on line with toes of right foot. Spring upward until both knees are straight and feet are clear of ground. While off ground, reverse position of feet bringing right foot to front, then assume a 3/4 squat above left heel. Repeat.

12. Stride Hop

With hands on hips, hop to a front stride position with left leg forward and right leg backward. Hop, reversing position of legs with right leg forward and left leg backward. Repeat.

13. Walk, Trot, Sprint

Children are scattered around the perimeter of the auditorium, all facing counterclockwise. The signals are given with a whistle. On the first whistle, the children begin to walk around the room in good posture. The second whistle signals a change to a trot. On the third whistle, the children run. A fourth whistle signals for them to walk again. The cycle is repeated as many times as the instructor feels is necessary.

Selection of Test Battery

A special committee of research and physical performance specialists, and teachers, supervisors and administrators of physical education developed the following criteria for the test battery:

1. Involvement of the natural skills of human beings (running, jumping, climbing).
2. Inclusion of some measure of endurance.
3. Involvement of a minimum amount of equipment.
4. Administration geared to teachers with a minimum of experience.
5. Administration which requires a reasonable amount of time.
6. Requirement that every able-bodied pupil, including athletes, take the test.

Using these criteria, the following tests were selected:

1. Standing Long Jump
2. Chair Push-up
3. Knee Bent Sit-up (60 seconds)
4. Pull-up
5. Side-Step (10 seconds)
6. Jog-Walk (6 minutes)

The 50-yard dash is also used by the San Diego City Schools.

Considerations in Testing

Although these tests measure common elements of the physical education program, the following points should be kept in mind:

1. *Teachers must check with the school nurse to determine which pupils should be excused from any of the tests.*
2. Work on activities which develop the aspects of physical fitness measured by these tests must be specifically designed in daily lesson plans. Work should be planned to start slowly and gradually increase in resistance and progression over a period of weeks.
3. Before the final test is administered, pupils should be given opportunities to participate in a number of trial tests without recording results.
4. Adequate warm-up on the day of testing is essential.

Order of Tests

There is no definite order in which the tests should be given. The following considerations, however, should be taken into account when planning for testing:

1. In general, tests involving the same parts of the body or the same sets of muscles should be given on different days. For example, the six-minute jog-walk and the 50-yard dash should not be done on the same day.

2. No more than three tests should be administered to the same pupil in a single class period. For example, the 50-yard dash, the standing broad jump, and the chair push-up may be given on one day; the pull-up or chair push-up and the sit-up on another day.

3. In situations where the teacher wishes to administer the tests without the aid of assistants, one day may be devoted to each test and the tests given at two- or three-day intervals. In such instances one group should be tested while others, under student leadership, participate in activities that have been taught previously. Groups will rotate from testing areas to activity areas until all have been tested. Plans for the day's tests should be developed with a minimum amount of time lost because of pupils' waiting their turns to be tested.

Standing Long Jump

Boys and girls, ages 10 to 18
Primary element of physical performance - leg strength and power

Conditioning - Conditioning activities consist of running in place with knees high; jogging, alternating with running at full speed for 10-20 yards; jumping rope for three or four minutes; rebound tumbling, squat thrust; performing vertical jump and coordinating arm and leg movement by saying in unison, "Down, down, down--up" (arms move down and back on "down"; arms are thrust forward and upward on "up").

Day-of-test warm-up - Warm-up activities consist of stretching exercises such as shoulder stretching from a standing position, back stretching from a kneeling position, and stretching the back of the legs by grasping soles of feet while sitting with legs straight; running in place for short periods of time with exaggerated hip and knee action.

Facilities, equipment - Landing surface (mats, turf, outdoor rubber matting). Take-off board or take-off line on floor or on firm surface adjacent to landing surface. The take-off board must be level with the landing surface. Ten-foot metal tape measure. Marker to designate distance jumped. (See "Teaching suggestions" for description of a test set-up with jumping stations for eight pupils.)

Test event - The pupil stands with feet several inches apart and with toes just back of the take-off line or at the front edge of the take-off board or mark. The takeoff is made from both feet and the pupil jumps forward as far as possible, landing on both feet. Free swinging of the arms and bending of the knees is permissible prior to takeoff, but during this preliminary action, the feet must not leave the board or take-off surface until the jump is made.

Rules:

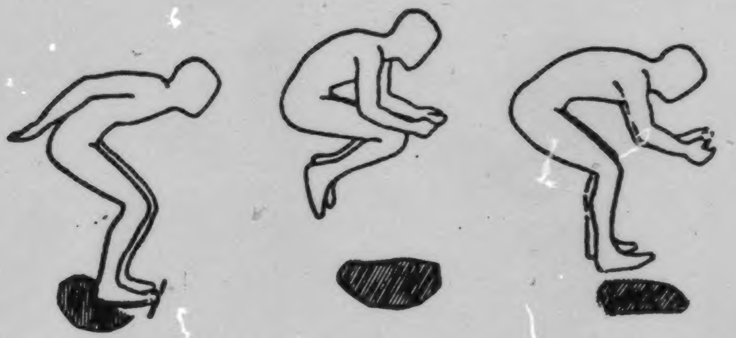
1. Three successive fair trials (not including fouls) shall be allowed within one testing period, and the best of the three jumps measured and its length recorded.

2. Measurement is taken from the take-off line to the heel (or any part of the jumper's body) that touches the surface nearest the take-off line.

3. The pupil's performance is recorded in inches to the nearest inch.

4. Violation of any jump specification noted under "Test event" constitutes a foul.

5. Shoes with soles that provide some traction (nonslippery surface) shall be worn.



Common Faults:

1. Both feet are not on the take-off board when beginning the jump. This is a hop, not a jump.
2. Measurement is not taken from the nearest point of body contact to the take-off line.
3. When beginning the jump, the pupil does not keep his feet behind the front edge of the take-off line or board.
4. Pupil jumps in stocking feet or barefooted on hard surface.
5. Pupil makes a bouncing takeoff.
6. Pupil jumps with heavy boots, coat or other restricting clothing.

Teaching suggestions - To ensure reliability of test results, pupils must jump on the same type of surface at each testing period. Each pupil takes his three jumps in succession before another pupil begins the test. This way, each jump which is longer than a previous jump can be marked on the surface and, at the completion of the three jumps, only the greatest distance needs to be measured.

Testing eight pupils simultaneously. Use the following set-up and assign a scorer to each jumper:

1. Mark two parallel lines on rubber matting, the floor (or smooth blacktop if nothing else is available) 24 inches apart and 80 feet long using two white lines.

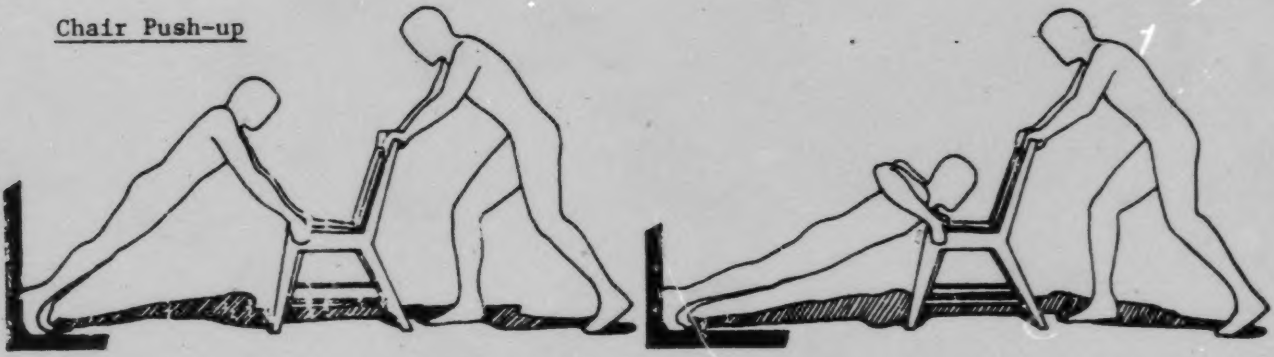
2. Designate eight individual jumping stations ten feet apart.

3. Mark each station with half-inch white lines spaced one inch apart, with numbers on every third line beginning at 24 inches. Extend the numbers and lines to the maximum jumping distance for the ages being tested. The lines and numbers may be painted on strips of wood or a measuring stick held securely to the turf by nails.

Testing by the "buddy" system. One pupil jumps and his buddy measures. After the pupil performing has jumped three times and his longest jump measured and recorded, the jumper and scorer change places.

The teacher should be in a position to supervise the entire activity and, if desired, act as scorer.

Chair Push-up



Boys and Girls, ages 10 to 18
Primary elements of physical performance - strength and endurance, arm and upper body.

Conditioning	- Conditioning activities consist of jogging, running and walking for three to four minutes followed by performing such exercises as jumping jack, arm circling, measuring worm, crab walk; climbing a vertical pole or rope; walking on all fours; performing the horizontal bar swing and other gymnastic activities; and doing the knee push-up.
Day-of-test warm-up	- Warm-up activities consist of running and jogging or side straddle hop for three or four minutes followed by shoulder stretching from a standing position; anterior arm stretching by pulling arms, kept at shoulder height, toward each other in the back.
Facilities, equipment	- A chair with the seat 14 to 18 inches above the floor. A wall against which the feet may be braced. (A bench may be used, but attention should be given to the fact that the hand grip is changed and may give some pupils less than secure support.)
Test event	- The pupil grasps the front of the chair seat at the corners and assumes a front leaning rest position with legs together, both feet against a wall, and the toes supporting his legs. The chair is held securely by a partner. The performer's body should form a straight line and be at right angles to the arms. The pupil lowers his body by bending (flexing) his elbows until his chest touches the nearest edge of the chair seat. The chest touches the edge of the chair at a point even with the armpits and the arms make a right angle to the body. The arms are then straightened (extended) to return the body to a straight-line position at right angles with the arms. This movement completes one push-up. If a bench has to be used, the edge is grasped by the four fingers on top and the thumb underneath the bench.

Rules:

1. No resting is permitted between push-ups.

2. No push-up shall be counted in which the pupil fails to (a) keep the body straight from head to heels; (b) touch the chest to the edge of the chair; or (c) push up to a full extension of the arms.

Common Faults:

1. Body is not kept in a straight line from heels to head.
2. Arms are not fully extended.
3. Chest does not touch at the edge of the chair on each downward movement.
4. Arms are not kept at right angles to the body.

Scoring - The score is the number of push-ups performed during which no foul has been committed. The pupil is stopped at the end of the fiftieth push-up.

Teaching suggestions - The teacher instructs the partner of the pupil performing the push-up to stand behind the chair and hold the chair securely. A third pupil places his hand on the edge of the chair to make certain the chest touches on the downward movement and calls a foul if the chest does not touch the hand on the edge of the chair. A fourth pupil should see that the body is maintained in a straight line and count the number of correct push-ups made, taking into account the number of fouls called out by pupil number three.

In another procedure, the third pupil may be the scorer. He places his hand on the edge of the chair to make certain the chest touches on the downward movement. The count is called each time the performer touches the hand of the scorer. A fourth pupil should see that the body is maintained in a straight line and call "foul" if the body arches or sags.

Knee Bent Sit-up (60 seconds)

Boys and girls, ages 10 to 18
Primary elements of physical performance - abdominal strength and endurance.

Conditioning - Conditioning activities consist of running with knees raised high followed by easy jogging for 300 yards or more; performing curl-ups or sit-ups to own rhythm, gradually increasing the number performed; performing stunts on the horizontal bar; performing the following exercises:

Exercise 1: Lie on the back with knees bent and feet parallel and flat on the floor. Contract (tighten) the abdominal muscles and press the back against the floor, but continue to breathe normally; then relax. Repeat several times.

Exercise 2: Lie on the back with legs together and straight out, arms extended over head and resting on the floor. Raise trunk by swinging both arms up and forward so that the hands slap the floor on the outside of the legs somewhere between the knees and ankles. Return slowly to original position by tightening the abdominal muscles. Repeat several times.

Exercise 3: Sit with knees bent. Perform a V-sit by straightening legs, raising arms shoulder high, and balancing body on buttocks. Repeat several times.

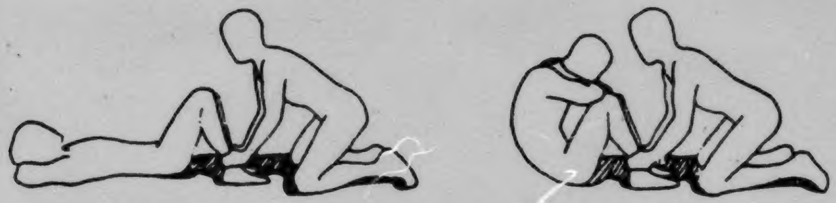
Exercise 4: Lie on floor with knees bent and drawn up to chest. Extend the legs by straightening them. Slowly lower the legs and hold them off the floor for two seconds and return to the starting position. Repeat several times.

Day-of-test warm-up - Warm-up activities consist of stretching the abdominal muscles by raising arms and upper body simultaneously as legs and hips are raised; stretching the back from a kneeling position with arms reaching ahead and on floor; raising alternate knees high for one or two minutes; bending body from a standing position; performing two or three sit-ups. The pupils should rest but keep warm before the test is administered.

Facilities, equipment - Clean floor, mat, or turf; stopwatch

Test event - The pupil lies on his back with his knees bent, feet on floor, mat or turf. Heels should be about a foot from the buttocks. The angle at the knees should be less than 90 degrees. The pupil clasps his hands behind his neck and places his elbows squarely on the mat. A partner holds his feet to keep them in touch with the mat at all times.

To perform the sit-up, the pupil tightens his abdominal muscles and brings his head and elbows forward as he curls up, finally touching his elbows to his knees. This action completes one sit-up. The pupil returns to the starting position with his elbows on the mat before he sits up again. He is scored on the number of correctly executed sit-ups he is able to perform in 60 seconds.



Rules:

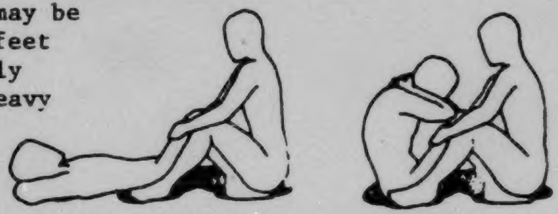
1. Only one trial shall be allowed unless the teacher believes that the pupil has not had a fair opportunity to perform.
2. No resting between sit-ups is permitted.
3. No sit-ups shall be counted in which the pupil does not (a) keep his fingers clasped behind his neck, (b) bring both elbows forward in starting to sit up without pushing off the floor with an elbow, (c) return to starting position with elbows flat on the mat before sitting up again.

Common Faults:

1. Fingers are not laced and kept behind the neck.
2. Elbows are not brought forward at the start of the sit-ups, nor do they touch the knees.
3. Elbows are not flattened against the floor before sitting up.
4. Hips are lifted at the start of the sit-up.
5. Pupils bounce off the floor when executing the sit-up.
6. Pupils are requested to perform on an unclean surface.

Scoring - The pupil's recorded score is the number of correctly executed sit-ups he is able to do within the 60-second time limit. A foul nullifies the count for the sit-up during which it is committed.

Teaching suggestions - A team of six to eight pupils may be trained to hold participants' feet securely and count the correctly executed sit-ups. A strong, heavy pupil may be held by a partner sitting on his feet and holding his thighs.



When pupils are performing the sit-up, very careful instructions should be given concerning the position and action of the elbow both in touching the knees at the start of the sit-up and returning flat to the floor.

Instruction should be given on curling and uncurling so that the hips are not lifted or the body does not bounce off the floor.

Pull-up

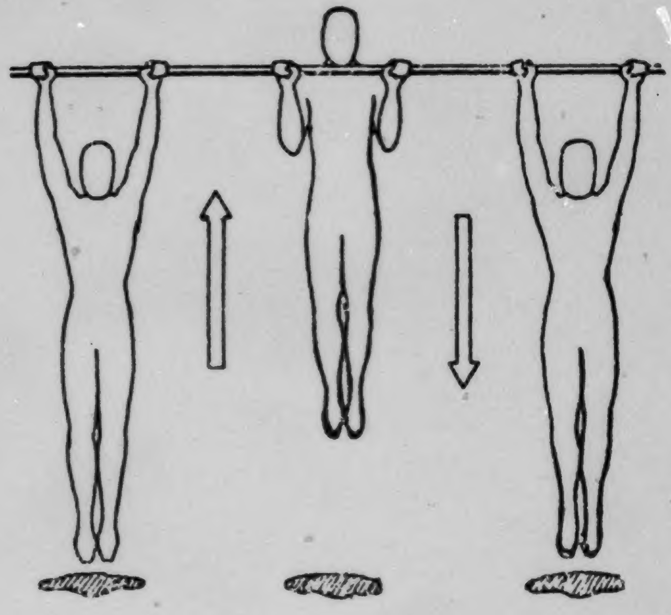
Boys and girls, 10 to 18 years*
Primary elements of physical performance - upper body and arm strength, endurance

Conditioning - Conditioning activities consist of doing a fast walk which increases to a run for 300 yards, followed by performing exercises for five minutes such as jumping jack, side straddle hop, and arm fling; climbing ropes or poles; performing gymnastic and tumbling stunts, using arms to hold and move the body; doing chair push-ups; and doing chin-ups with palms of hand toward face.

Day-of-test warm-up - Warm-up activities consist of running and jogging for three or four minutes; doing stunts on a horizontal bar such as front lean and Skin-the-Cat; and then performing side straddle hops and side arm flings for one or two minutes. Pupils should rest two or three minutes before the test is administered.

Facilities, equipment - Metal chinning bar, 1-1/4 inch diameter.

Test event - Bar should be at a height that will permit the pupil to hang so that the arms and legs are fully extended a few inches above the ground. The pupil should grasp the bar with a forward grip (back of hands to face and thumb under and around bar). The pupil then raises the body by the arms until the chin is above the bar and, without stopping, he lowers the body to a full hang as in the starting position.



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* Girls who cannot do one pull-up will do the flexed-arm hang, pp. 129-30.

Rules:

1. Only one trial shall be allowed, unless the teacher believes that the pupil has not had a fair opportunity to perform.
2. The body must not swing during the execution of the movement. (A partner may assist in preventing swinging.)
3. The knees must not be raised, and kicking of the legs is not permitted.

Common Faults:

1. Body swings during pull-up.
2. Knees are raised.
3. Legs are kicked.
4. Resting takes place between pull-ups.
5. Arms are not fully extended between pull-ups.
6. Pupil places chin over bar at top of pull-up by stretching his neck instead of pulling his body to a sufficient height.
7. Pupil uses reverse hand grip instead of front hand grip.

Scoring - The pupil's recorded score is his number of correctly executed pull-ups. One complete pull-up is counted each time the pupil places his chin above the bar.

Teaching suggestions - The bar used for this test should not be dirty, sweaty or rusty, as such conditions often injure the pupil's hands. Pupils should be given assistance in reaching the bar for this test event if the bar is out of easy jumping reach.

Flexed-arm Hang

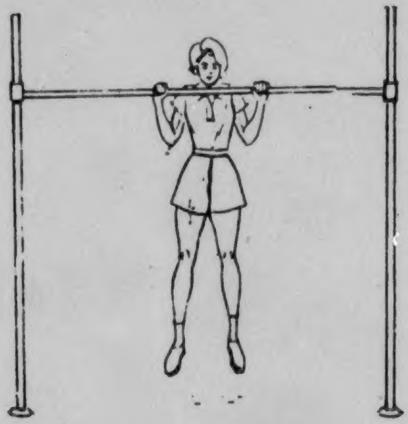
Girls, ages 10 to 18, who cannot do one pull-up
Primary elements of physical performance - upper body and arm strength, endurance

Conditioning - Conditioning activities consist of doing a fast walk which increases to a run for 300 yards, followed by performing exercises for five minutes such as jumping jack, side straddle hop, and arm fling; climbing ropes or poles; performing gymnastic and tumbling stunts using arms to hold and move the body; doing chair push-ups; and doing chin-ups with palms of hand toward face.

Day-of-test warm-up - Warm-up activities consist of running and jogging for three or four minutes; doing stunts on a horizontal bar such as front lean and Skin-the-Cat; and then performing side straddle hops and side arm flings for one or two minutes. Pupils should rest two or three minutes before the test is administered.

Facilities, equipment - Metal chinning bar, 1-1/4 inch in diameter.

Test event - The height of the bar should be adjusted so it is approximately equal to the pupil's standing height. The pupil should use an overhand grasp. With the assistance of two spotters, one in front and one in back of pupil, the pupil raises her body off the floor to a position where the chin is above the bar, the elbows are flexed, and the chest is close to the bar (see below). The pupil holds this position as long as possible.



Rules:

1. The stop watch is started as soon as the subject takes the hanging position.

2. The watch is stopped when (a) pupil's chin touches the bar, (b) pupil's head tilts backwards to keep chin above the bar, (c) pupil's chin falls below the level of the bar.

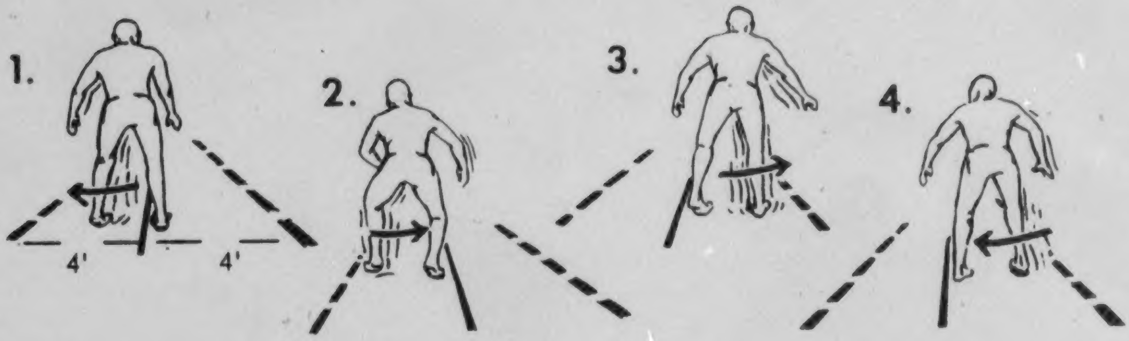
Common Faults:

1. Body swings during the holding position.
2. Pupil doesn't hold chin over bar.
3. Pupil uses reverse hand grip instead of front hand grip.

Scoring - Record in seconds to the nearest second the length of time the subject holds the hanging position.

Teaching suggestions - The bar used for this test should not be dirty, sweaty or rusty as such conditions often injure the pupil's hands.

Side Step



Boys and girls, ages 10 to 18
Primary elements of physical performance - agility, balance, coordination

Conditioning - Conditioning activities consist of running in place; responding to signals to change directions (right, left, forward, back); increasing speed of changing directions; performing side straddle hop by jumping to a straddle position while swinging overhead vigorously; changing directions while jumping rope.

Day-of-test warm-up - Warm-up activities consist of running in place; jogging; sliding for three steps to the left and then to the right, first in slow motion and then as rapidly as possible; swinging left leg directly over from the side for five counts and then repeating with the right leg.

Facilities, equipment - A clean floor or asphalt; stopwatch. Three lines one inch wide are painted or marked with tape to make a set of three lines five feet long, with four feet between each line. (A 16' x 16' four square court may be used to advantage.)

Test event - After a warm-up, the pupil takes a standing position astride the center line, feet parallel to the center line. At the signal "Ready-go," the pupil, by moving both feet, side-steps or slides to the left of center line with both feet until the left foot touches or crosses the lines on the left. This action scores one point. The pupil then side-steps or slides to the right across the center line with both feet, and when the right foot touches in the area to the right of the center line, the pupil has two points. He continues to the right until his right foot touches or crosses the line on his right. This action to the right scores one point for the total of three points. He next side-steps back to his left across the center line, leading with his left foot to the beginning position. Thus, four points are made from the original starting position to the return to the starting position.

The pupil repeats as rapidly as possible the side-steps to the left, back to right to center, to the far right, and back left to center as many times as he can in ten seconds. The signal "Stop" is given at the end of ten seconds.

Rules:

1. Only one complete trial shall be given. If a pupil fouls within the first few seconds, he may be allowed to start again.

2. A reasonable warm-up should precede the test.

3. The score is the total number of times the pupil crosses the center line with both feet and touches or crosses the left and right lines, as described, during ten seconds.

4. The side-stepping or slide may be done in any manner as long as the feet do not cross one over another and as long as the front of the body (chest and abdomen) face forward. The pupil should turn his head to look toward left line and right line when moving in either directions, but he should keep his body facing forward.

5. When touching an outside line, both feet must be on that side of the center line.

Common Faults:

1. Crossing feet as side-step is taken.

2. Twisting body to face in the direction of side-stepping instead of keeping chest and abdomen pointing in a direction parallel to the line on floor or blacktop.

3. Trying to increase score by taking a wide stride position.

Scoring - The score is the total number of designated lines crossed or touched in ten seconds. If a pupil does not touch or cross a side line, the point does not count. If he crosses one foot over the other, subtract one point for each such action.

Teaching suggestions - The timer should have practice prior to the administration of the test event to become familiar with the correct operation of the stopwatch so that accurate timekeeping results. Ten seconds is so short a time that great inaccuracy results in the score if any error is made in keeping time. The starting and stopping of the watch can best be performed with the index finger. One timer can be used for several pupils performing the test if several sets of lines are marked and each performer has one person counting his score. The person who is timing should stand in front of pupil performing, and the one who is counting should stand in back.

The surface should be kept clean to prevent slipping. Pupils should be encouraged to move in a balanced, semi-crouched position while sliding.

Jog-Walk

Boys and girls, ages 10 to 18
Primary element of physical performance - cardiorespiratory endurance

Conditioning - For a minimum period of three to four weeks prior to administering the jog-walk test event, much of the physical education period should be spent in walking, jogging, running, and performing other endurance-type activities. During the preparation period, the amount of time spent in jogging and running should increase, and the amount of time spent in walking should decrease. The speed at which pupils jog should gradually increase. A pupil who has not become accustomed to jogging long distances may experience discomfort even to the extent of an upset stomach on occasion. Therefore, when this occurs, it is an indication that more endurance activities such as jogging and running for extended periods should be included in the program before the test event is administered. Pupils should be aware that this is a jog-walk event and that they may walk to recover prior to jogging or running again. Some pupils will not be in condition to take this test in any one year.

Day-of-test warm-up - Warm-up activities consist of stretching calf muscles (gastrocnemius) by leaning against a wall and keeping knees straight; jogging, and walking for a minute or so.

Facilities, equipment - An accurately measured running area (see diagrams, pp. 135-36); stopwatch

A 440-yard track or course is marked in fourths (110 yards), or a course is laid out with a radius of 70 yards around the periphery of the playground, which gives a 440-yard circle. Each quarter of the circle is 110 yards, and the distance is recorded in quarters or fractions thereof. If the playground is limited in size, a 35-yard radius will produce a 220-yard course, and the jogger will be required to run a half circle for each 110 yards.

Test event - The pupil takes his position for a standing start behind the starting line. The starter takes a position at the starting line and uses the command, "Get on your marks," to alert all runners. "Set" is given when all runners indicate they are ready by being motionless and looking directly down the track. "Go" is called approximately two seconds after the "set" command.

Ten pupils may jog and walk at one time if the track is sufficiently wide and enough recorders are available. The timer signals the completion of six minutes by a whistle blast or other suitable means. The recorders announce the distance which each pupil has covered to the nearest sixteenth of a mile or 110 yards.

The jog-walk should never be run in a shuttle formation because time is lost in changing directions.

Rules:

1. Only one trial is given.
2. Walking is permitted, but the object of the test is to cover the greatest distance in the designated six minutes.

Common Faults:

1. One jogger cuts in front of another, forcing him to lose stride.
2. The jogger begins too fast instead of pacing himself properly to cover the greatest distance possible.
3. The jogger is not in condition to take the jog-walk test and undue physical and emotional distress result.

Scoring - The pupil is scored on the number of 110 yards completed plus the 110-yard segment the pupil is in at the time the six-minute signal is given. (Each 110 yards is one-quarter of the 220-yard lap.)

An easy way to score the jog-walk is to post a student at each 110-yard segment. Start ten joggers at once and have them go around the 440-yard or 660-yard track once (past the starting point). By this time the joggers will be scattered on the track and not bunched up. As each jogger passes each 110-yard point, a student hands him a tab (tongue depresser, popsicle stick or pencil). No tabs are passed after the six-minute whistle blows.

A pupil's score for the 440-yard track is the number of tabs plus five; for the 660-yard track, his score is the number of tabs plus seven (i.e., the first lap, the tabs for succeeding laps, and one for the 110-yard segment the jogger is in when the whistle blows).

Teaching suggestions - Teachers should consult with the school nurse and study each pupil's health record to determine physical limitations before the pupil jogs or runs for distance. Teachers should watch for symptoms of poor reaction to vigorous exercise as pupils participate in any running activities, especially as the distance and duration are increased, and should be alert to one or more of the following conditions which may or may not indicate a health problem:

Excessive breathlessness: Some breathlessness is normal with exercise, but breathlessness that persists long after excercise is cause for medical referral.

Bluing of the lips: Except in a cold, wet environment, bluing of the lips or nailbeds is an unnatural reaction to exercise. Its occurrence in the ordinary exercise setting is cause for medical referral.

Pale or clammy skin: Pale or clammy skin or cold sweating following or during exercise is not a normal reaction to physical activity within the usual temperature ranges of the gymnasium or playing field. Again, medical referral is recommended.

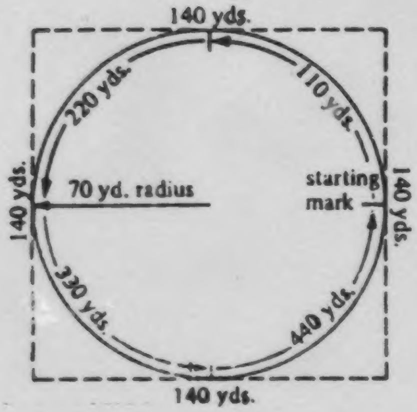
Unusual fatigue: Excessive fatigue as evidenced by unusual lack of endurance or early failure to maintain moderate activity also suggests the need for medical referral. It is dangerous to attribute such reactions to malingering until possible organic causes have been ruled out.

Persistent shakiness: Unusual weakness or shakiness that continues for more than ten minutes following even vigorous exercise is cause for medical referral. Normally, recovery will be reasonably prompt.

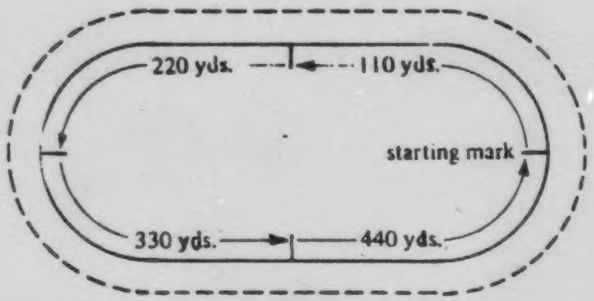
Muscle twitching or tetany: Muscular contractions such as twitching or tetany, whether localized or generalized, sometimes occur as an unusual reaction to exercise. It may be abnormal, and warrants medical investigation.

An occasional reaction to exercise may not necessarily be cause for medical referral, but recurrence or persistance of any of the following conditions in conjunction with physical performance indicates the need for medical referral and avoidance of exercise until the pupil has been approved medically for vigorous activity: headache; dizziness; fainting; broken night's sleep; digestive upset; pain not associated with injury; undue pounding or uneven heartbeat; disorientation or personality changes.

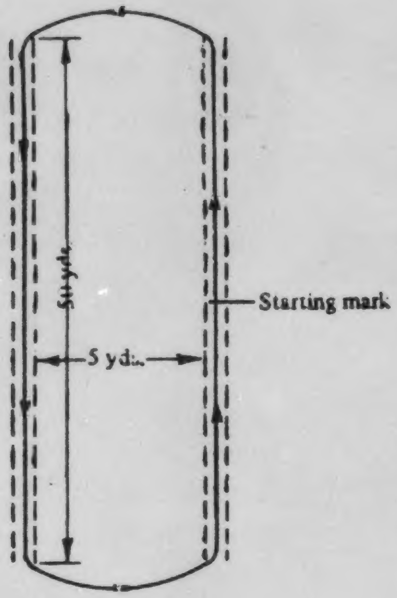
Layout of testing stations - Testing stations designated by the individual school or by the school district should remain the same each time the test is administered to keep the results of the pupils' performance consistent for each school.

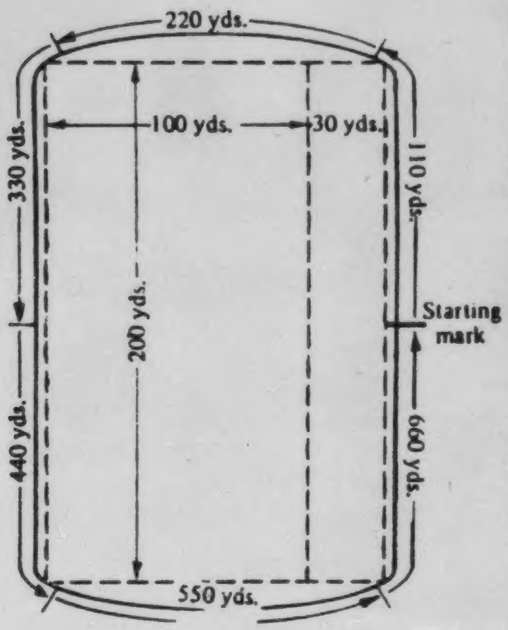


440-yard circle: From starting mark, count 110 yard intervals plus portion thereof for score.



440-yard oval track: From starting mark, count 110 yard intervals plus portion thereof for score.


50 yds.
Starting mark
5 yds.


220 yds.
100 yds.
30 yds.
330 yds.
110 yds.
200 yds.
Starting mark
440 yds.
660 yds.
550 yds.

110 yard oval: Lanes drawn for 50-yard dash can be made into a 110-yard oval by connecting two 50-yard lanes five yards apart with an arc. From the starting mark, count each 110 yards plus the segment the jogger is in when the whistle blows. For example, seven times around the track counts eight points.

660-yard track adapted from a 600-yard track: Extend the 100 yards for 30 yards, and draw an oval touching each corner, thus making 660 yards. Jogging once around the oval gives the participants seven points by running six 110 yards, plus segment in which jogger is stopped.

50-Yard Dash (San Diego City Schools only)

Boys and girls, ages 10 to 18
Primary element of physical performance - leg explosion, speed

Conditioning - The physical education program should include instruction and regular participation in sprint running of this type.

Day-of-test warm-up - Warm-up activities should include general warm-up; leg and hip stretching; some running and jogging. There should be a rest period just before the test but pupils should keep warmed up.

Facilities, equipment - Whistle, stopwatch, red flag, clipboard, forms. A 50-yard straight running surface marked so that contestants can run in a straight line.

Test event - The contestant takes his position behind the starting line, using a crouch or standing start. (The crouch start is recommended only for pupils who have had instruction and practice in this technique.) The starter uses the commands, "Get on your mark! Get set! Go!" The word "go" is accompanied by a downward sweep of the starter's flag as a signal for the timer to start his stopwatch.

A timer, standing at the finish line, starts his stopwatch when the flag is swept down and stops the watch when the contestant crosses the line.

Rules:

1. Only one trial shall be given.
2. A runner is scored by the time that elapses between the starting signal and the moment the contestant crosses the finish line.
3. The score must be recorded in seconds and tenths of seconds. (Seconds and fifths of seconds will be acceptable if this type of watch is the only one available.)

Teaching suggestions - The timer should have some practice prior to the tests in order to become familiar with the correct operation of the stopwatch and to become adept at starting the watch at the downward sweep of the starter's arm. The index finger should be used to start and stop the watch.

Two pupils or more may be timed at one time if two or more watches are available and experienced timers are keeping time; otherwise only one pupil should be timed at one time.

Even though only one pupil is being timed, it is suggested that another pupil run at the same time.

All tests of the 50-yard dash in each school should be given under as nearly the same circumstances as possible.

CALIFORNIA PHYSICAL PERFORMANCE TEST WORK SHEET

Test results are not to be returned to the Testing Office on this work sheet.

Teacher ____________ Grade _______ Period ______ Boys/Girls Date __________

No.	Name	Pull-Ups	Chair or Bench Push-ups	Bent Knee Sit-up (60 sec.)	Side-Step (10 sec.)	50-Yard Dash	Standing Long-Jump	6-min. Jog-Walk
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								
20								
21								
22								
23								
24								
25								

CALIFORNIA PERFORMANCE TEST ACHIEVEMENT LEVELS

	GIRLS				BOYS		
Test	Age	50%	85%	Test	Age	50%	85%
Standing Long Jump	10 yr	56"	63"	Standing Long Jump	10 yr	59"	67"
	11 yr	58"	67"		11 yr	63"	70"
	12 yr	62"	71"		12 yr	66"	75"
Knee Bent Sit-up (60 sec)	10 yr	22	33	Knee Bent Sit-up (60 sec)	10 yr	24	36
	11 yr	23	35		11 yr	28	41
	12 yr	29	38		12 yr	37	49
Pull-up	10 yr	--	2	Pull-up	10 yr	1	5
	11 yr	--	2		11 yr	1	5
	12 yr	--	2		12 yr	1	5
50-yd. Dash	10 yr	8.8	7.8	50-yd. Dash	10 yr	8.4	7.5
	11 yr	8.7	7.5		11 yr	8.2	7.4
	12 yr	8.3	7.4		12 yr	7.9	7.3
Chair Push-up	10 yr	7	17	Chair Push-up	10 yr	13	26
	11 yr	6	16		11 yr	14	29
	12 yr	5	15		12 yr	16	36
Side-Step	10 yr	15	15	Side-Step	10 yr	14	16
	11 yr	15	15		11 yr	14	16
	12 yr	15	18		12 yr	14	19
Jog-Walk (6 min.)	10 yr	10	12	Jog-Walk (6 min.)	10 yr	10	14
	11 yr	10	13		11 yr	10	14
	12 yr	10	13		12 yr	12	14

PERCEPTUAL MOTOR ACTIVITIES

Perceptual motor development refers to one's ability to receive, interpret and respond successfully to sensory information. "Perception" is the receiving or input, while "motor" refers to the response or output.

There have been expanding efforts in recent years to provide elementary age children with the motor development skills which necessarily serve as the foundation for perceptual and cognitive learning.

It is recognized that children establish a spacial world through movement, exploration and manipulation. Perception gives meaning to events, objects, or situations, and through perception we learn. Reading is a perceptual as well as a motor development process; so the case is established for teachers to realize the necessity of starting early.

Development of perceptual awareness and motor skills increases the child's self-concept and instills in him a feeling of adequacy. It must not be assumed that, because of its importance, perceptual motor training is a unique objective of physical education nor its only objective in the elementary schools. It must be an integral part of the total program.

Teachers in the field have contributed the following suggestions:

- Don't dispair if it takes a month to get started.
- Give constant reinforcement. Try to establish a rapport that allows children to loosen their defensive walls.
- Encourage! Praise! Encourage!

This unit includes the following aspects of perceptual motor training:

- Body image, page 142
- Spacial orientation, page 146
- Balance, page 153
- Hand-eye coordination, page 165
- Eye-foot coordination, page 169
- Gross motor coordination, page 173
- Fine motor coordination, page 183
- Shape discrimination, page 187
- Perceptual motor markings, page 190
- Equipment, page 194

Directions for constructing special equipment suggested in this type of program and a glossary of terms are located in the Appendix.

BODY IMAGE

Body image is the individual's concept of the body and its parts. Children start to develop an awareness of their bodies during infancy. They do this by discovering, experimenting and learning through trial and error what their bodies can and cannot do.

Specific body awareness activities form the base for movement exploration and motor development. Body awareness offers a point of reference for the development of movements and perceptual skills. Movements and perceptual judgment, without a strong awareness of the body parts and their movements and limitations, may become distorted or more difficult.

Body image is important in the development of the child's self-concept as well as coordination. Children needs to know themselves as a physical person, and this awareness of the physical body needs to be developed to the highest degree.

If a good body image is developed, the child will have a sound base upon which to build the perceptual skills needed in future classroom learning experiences. The following suggestions will be helpful in aiding this development:

1. In the beginning, talk about everyone's need to improve his own self-image and to learn more about his body and how he moves. Build rapport with the class.
2. If working with a total class or large group, have the children who are unsure of the concepts stand in front, so they do not copy peers.
3. Concepts are not considered concrete unless children can perform without hesitation. If they are in a group, they should perform with their eyes closed.
4. Children who are uncomfortable with their eyes closed can follow the suggestion in suggestion 2.
5. Concepts, after they have been learned, should be reinforced weekly by involvement in some type of activity.

BODY PARTS VOCABULARY

Head
*Top of head
*Forehead
*Chin
*Eye
*Ear
*Mouth
*Cheek
*Nose
*Eyebrow
Temple
*Neck
Earlobe
*Back of head

Arm
Forearm
Upper arm
*Elbow
*Wrist
*Hand
*Thumb
*Palm
*Fingers
Knuckles
*Back of hand

Leg
Thigh
*Knee
Calf
*Ankle
*Foot
*Toe
*Heel
Sole
*Toenails
Instep
Shin

Trunk
*Shoulder
*Back
Spine
*Hips
*Chest
*Stomach
Abdomen

---

*Should be learned by kindergarten children.

ACTIVITIES FOR LEARNING BODY PARTS

1. While the children are observing and participating, the teacher touches the different parts of the body he wishes to include in his instruction, repeating the name of each part as he touches it.

2. The teacher instructs the child to touch the body part upon command, and say, for example, "This is my ...."

3. On the teacher's command, children close their eyes and touch the parts of the body.

4. Children complete Exercises 1-3 in different positions, e.g., lying down, sitting.

5. On command children touch a body part with another body part, for example, elbow to knee.

6. The teacher leads a sequence of movements using the body parts. For example, a command might be, "When I say green, touch your shoulder and then your knee."

ACTIVITIES FOR PRACTICING MOVEMENT OF BODY PARTS

1. Children are directed to touch body parts to surroundings. The teacher may be as creative as the environment allows.

   Examples: "Touch your head to the floor."
   "Touch your elbow to the chair."
   "Touch your chin to the blackboard."

2. Children are directed through specific movements of the body parts.

   Examples: "Nod your head."
   "Clap your hands."
   "Bend your elbow."
   "Wiggle your toes."
   "Open your mouth."
   "Shrug your shoulders."
   "Click your fingers."
   "Stamp your feet."
   "Twist your wrist."
   "Close your eyes."

   After the children learn to successfully imitate, they should be able to perform the movement on command.

   While they are learning the movement, it is a good idea to have children repeat what they are doing.

   Example: "I am clapping my hands."

AN ACTIVITY FOR PRACTICING THE USAGE OF THE BODY PARTS

After the teacher states how a body part is used, the child supplies the name of the part.

Examples: "I see with my ...."
"I smell with my ...."
"I blink with my ...."
"I talk with my ...."
"I clap with my ...."
"I walk with my ...."
"I wave with my ...."
"I shrug with my ...."
"I jump with my ...."
"I write with my ...."
"I twist with my ...."
"I snap with my ...."

ACTIVITIES TO SUPPORT THE CONCEPT OF BODY AWARENESS

1. The child draws a full-scale picture of himself on butcher paper (or another child traces around him) then fills in the parts and colors himself.

2. The child draws a picture of himself on art paper.

3. The teacher collects pictures of specific body parts and has children identify them in a game.

4. The teacher draws several pictures of incomplete people. Have children name the missing parts. This can be utilized as an art activity.

5. Each child draws a stick figure with something missing. Exchange papers. The child receiving the drawing must draw in a real looking part for the part that is missing.

6. The teacher cuts up paper dolls and puts the doll parts in an envelop. Children assemble the dolls in a game situation or use the parts as a puzzle.

7. A life-sized puzzle can be made by gluing a drawing on chipboard and cutting it out.

8. Many singing games support the concept of body image.

   Examples: "Looby Lou"
   "Hokey Pokey"
   "Dem Bones"

9. Play the game "Simon Says."

10. The teacher makes a set of flash cards with a picture of a body part on one side of each card and the name of the body part on the other.

11. Play the game "Concentration" with the names of the body parts, pictures, or both.

12. The teacher makes a toss game out of a large drawing. The child names the body part as he throws an object through the cut-out hole.

13. Play hopscotch by numbering the squares with the numbers 1 to 4. If the child lands on a square marked 3, he must touch three body parts to the ground and name them.

14. Following the concept of "Pin the Tail on the Donkey," play "Pin the Nose" or any other part of the body.

15. Teacher and children use the flannel board and cut-out figures.

16. The teacher uses a mirror in practicing with children who have difficulty.

BODY IMAGE INDIVIDUAL RECORD

Name ________________________________

Age ________________ Room ____________

Instructions	Immediate correct response	Immediate incorrect response	Hesitant correct response	Hesitant incorrect response
Touch your: - Stomach				
- Chest				
- Wrist				
- Heels				
- Hips				
- Neck				
- Knees				
- Ankles				
- Toes				
- Forehead				
- Shoulders				
- Chin				
- Thigh				
- Eyebrow				
- Ears				
- Elbow				
Put your hands on your ankles.				
Touch your elbows to your knees.				
Touch your fingers to your ears.				
Touch your heels to your hips.				

General comments or constraints: ________________________________

____

____

____

SPACIAL ORIENTATION

After developing the awareness of body image, a child must be able to identify his body position with that of his surroundings. This involves the concepts of *laterality* and *directionality*. Laterality is internalizing the awareness of the difference between left and right, and just how far right or how far left various activities are centered. It is the ability to control the two sides of the body together or separately and is the motor basis for spacial concepts. Directionality is an awareness of space outside of the body and involves the knowledge of directions in relation to left and right, in, out, up, down, over, etc. It is also the projection of one's self in space and the judging of distances between objects.

From infancy, a child begins to perceive the distance and direction of objects in relationship to the body's position. From this primitive ability, learning to perceive the position of one object in relation to another takes place. Then the cause of movement, which must be followed in order to change from the present position to a destination, is realized.

The following suggestions will be helpful in reinforcing spacial orientation:

1. Reinforce the concept that when the pupil moves, or when the body position is changed, the sides and parts remain the same. Only the direction changes.

2. Use of the right and left sides of the teacher's body should be reversed while facing the children.

3. If the child does not know left and right or if these concepts are being developed, help the child by marking his left and right in some way, e.g., tying a ribbon on his right wrist, holding a crayon, using tape.

4. Use concepts like these as an attention getting device, or a spacer between academic subjects:

   - "If you are listening, fold your arms in front of you."
   - "Hold your pencil towards the window."

CONCEPTS OF SPACIAL ORIENTATION

Left
Right
Through
Front
Backward

Over
Under
Around
Up
Toward

Above
Below
In
Down
Away from

In front of
In back of
Out
Among

Between
Beside
Sideways
Forward

ACTIVITIES FOR SPACIAL ORIENTATION

1. The teacher's imagination is brought into play as he encourages creative movement. Movements should not be demonstrated.

   Examples: "Show me how _______ you can be." (tall, fat, thin, round, wide, tall and thin, short and tiny.)

"Point to the wall the farthest away from you. Go touch it and return to your place."

"Point to the nearest wall, touch it and return to your place."

"Stand in your own place and make your feet move fast...slow."

"Move your hands fast...slow."

"Show me how fast you can walk."

"Show me how slow you can walk."

"Be a tree...a ball...a wall...a river."

2. Children are directed to point:

   - Over the door.
   - Below the window.
   - Under the desk.
   - Between the desks.
   - Behind themselves.
   - Over their shoulder.
   - Above their head.
   - Between the books.
   - Toward the wastebasket.
   - Below the chalkboard.

3. Children are directed to move a designated body part in a certain direction:

   Examples: "Put your finger up."
   "Point your toes down."
   "Put your head on your shoulder."
   "Put your arms between your legs."
   "Put your elbows below your hips."
   "Put your feet over your head."
   "Put your arms in back of you."
   "Put your knuckles in front of you."
   "Put your arms over your legs."
   "Put your thumbs in back of your knees."
   "Put both hands on the same side of you."
   "Point your ear toward the door."

4. Children are directed to close their eyes and point to familiar objects around them:

   Examples: "Point to the door."
   "Point to the flag."
   "Point to the teacher's desk."
   "Point to the chalkboard."

5. A child is directed to close his eyes and name an object:

   - In front of him.
   - Beside him.
   - Over him.
   - To the left of him.
   - To the right of him.

6. The children (eyes open) are directed to place hands on hips, then jump and turn their bodies towards a specific object:

   Examples: "Put yourself toward the door."
   "Put yourself with your back to me."
   "Put yourself sideways."

7. The children are directed to repeat activity 6 with eyes closed.

8. The children are instructed to follow such directions as:

   - Walk sideways.
   - Walk backwards.
   - Walk forward.
   - Hop to the left.
   - Hop to the right.
   - Hop backward.
   - Skip forward.
   - Skip backward.
   - Skip in place.
   - Jump sideways.
   - Run forward.
   - Run backward.
   - Run to the left.
   - Run to the right.
   - March forward.
   - March backward.
   - Tiptoe to the right.
   - Tiptoe to the left
   - Tiptoe forward.
   - Tiptoe toward the door.

9. The children are directed to place an object such as a yarn ball, bean bag, or crayon:

   - Behind you.
   - Beside you.
   - Over you.
   - Between your legs.
   - Under you.
   - In front of you.
   - To your left.
   - To your right.

10. After activity 9 is repeated several times, the children are directed to repeat it again with eyes closed.

11. The children are instructed to lie on their backs, close their eyes, and respond to directions.

    Examples: "Raise your right hand."
    "Raise your left hand."
    "Raise your left elbow."
    "Raise your left leg."
    "Touch the floor with your left ear."
    "Put your left arm above you."

12. The children are instructed to point to different sides of their bodies.

    Examples: "Point to the left side of your body."
    "Point to the right side of your body."
    "Point to the right side of your head."
    "Point to the left side of your right foot."
    "Point to your left foot."
    "Touch your right shoulder."
    "Point to your left eye."
    "Point to your right shoulder and wink your left eye."

13. Instructions to children combine opposite body parts with spacial orientation concepts.

Examples: "Put your right elbow on your left knee."
"Put your left hand on your right ear."
"Put your right ankle over your left ankle."
"Put your left hand behind you on your right hip."
"Put your right heel on your left hip."
"Put your left shoulder on your right knee."
"Put your right knee over your left knee."

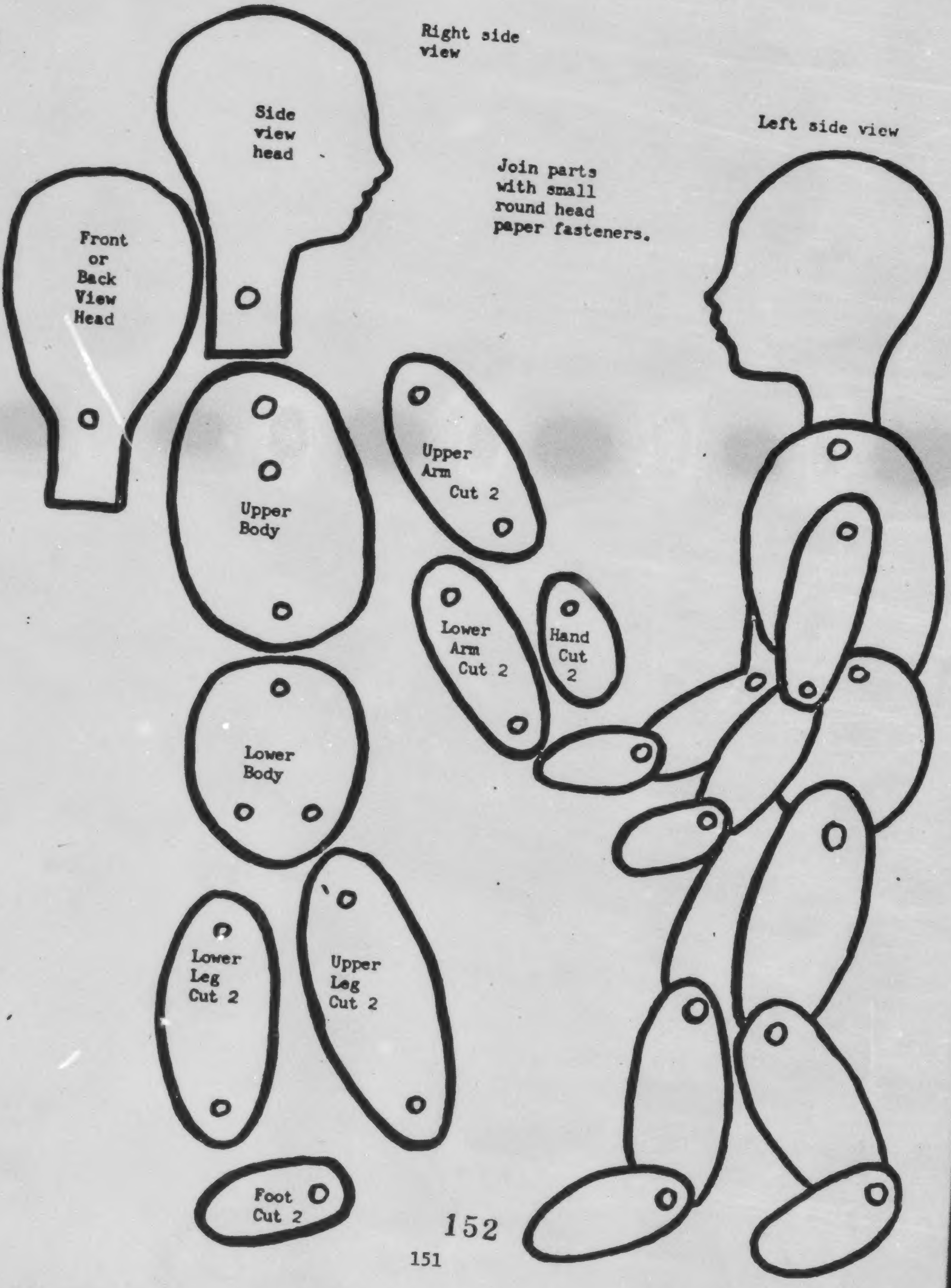
14. Patterns are built using the entire class but instructing each child to do a specific thing.

Examples: "Jane, stand behind Mary."
"John, put your left hand in front of Jane."
"Peter, stand between Jane and Mary."

SUPPLEMENTAL SPACIAL ORIENTATION GAMES AND ACTIVITIES

For supplemental games and activities, the teacher can plan to:

1. Collect several good clear pictures. Have children identify objects in relationship to other objects. Example: "The tree is behind the house."
2. Play "Simon Says." Use a lot of direction and refer to body parts.
3. Play "Stop and Go" (in kindergarten curriculum guide).
4. Work with flash cards with arrows to show a direction.
5. Prepare task cards which show arrangement of blocks to duplicate.
6. Prepare an obstacle course involving movements such as over, under, through, bend left, bend right.
7. Have children move freely in a confined space to the beat of a drum. They may not touch one another. Change their direction and confine their space to a much smaller area as the game goes on.
8. On a sunny day, use shadow pictures on the grass.
9. Use hoops, tires or ropes. Direct children to do a number of things in relationship to these props, such as, "Put yourself inside your tire." (Refer to hula hoop section, page 219.)
10. Have children pair up and play the mirror game.
11. Draw a road. Have children follow directions such as: "Stand beside the road." "Walk across the road." "Walk down the middle." "Walk on the edge." "Walk near the road."
12. Place hand and feet patterns in such a way that a child can cover the patterns with his own body parts. These patterns may be made from such materials as construction paper, oilcloth or tag board.
13. Utilize the pattern on page 151 to make a doll out of tag board and fasten it together with brads. Design tasks around the doll to stimulate the child's use of spacial orientation skills.


Right side view
Side view head
Front or Back View Head
Left side view
Upper Body
Upper Arm Cut 2
Lower Arm Cut 2
Hand Cut 2
Lower Body
Lower Leg Cut 2
Upper Leg Cut 2
Foot Cut 2

Join parts with small round head paper fasteners.

SPACIAL ORIENTATION INDIVIDUAL RECORD

Name ______________________________

Age ________________ Room __________

Instructions	Immediate correct response	Immediate incorrect response	Hesitant correct response	Hesitant incorrect response
Point up.				
Point in front of you.				
Point to your left heel.				
Point to the right side of your head.				
Stand with your back to me.				
Stand with your left side to me.				
Jump right.				
Hop left.				
Put your right hand on your left ear.				
Put your left knee over your right knee.				
Put an object between your legs.				
Put an object to your right.				
Put an object behind you.				
Touch your left hand to your right foot.				
Touch your right elbow to your left knee.				

General comments or constraints: ______________________________

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BALANCE

Balance is fundamental to all movement and requires a person to initiate a force against gravity to achieve his task.

The process of balancing involves utilizing and coordinating the sides of the body in a static or dynamic situation. In static balance, the child does not move over a distance but rather sits, stands or lies down. Dynamic balance involves moving over a distance and is employed in all movements. The child's posture and body alignment influence and affect balance. Postural mechanics are the base of support and are achieved when groups of muscles are activated to maintain a position.

Activities which require children to adjust to modification while balancing add another dimension of difficulty. Remember, balance is taught by imbalance.

Skills to stress include:

1. Use heel-toe or toe-heel movement (no foot overhang). Feet should not be at right angles to a line or board.
2. Use both sides of the body equally to maintain balance.
3. Focus on an object; do not look at the board.
4. Do not perform the activity too fast, but move slowly to show accuracy and proficiency of balance.

The following suggestions will be helpful in directing balance board activities:

1. Start with a line on a flat surface, then move to a very low 4" board.
2. Move from a 4" board to a narrower 2" board.
3. When a child is proficient on a board 6" from the floor, move to a higher board.
4. Make balance tasks more difficult by calling for different eye positions, e.g., focus on objects below eye level, above eye level, to the right, to the left.
5. Make balance tasks more difficult by adding manipulative materials and tasks, e.g., tossing the bean bag while walking the length of the beam.
6. Stress getting on and off the equipment safely.
7. Use spotters for safety and to add encouragement.
8. Use mats on either side of the equipment for safety.

STATIC BALANCE ACTIVITIES

1. The following exercises are done from a kneeling position, hands on floor. Each exercise is performed slowly and balance maintained for five seconds.

   a. Raise one hand.
   b. Raise the left leg.
   c. Raise both hands.
   d. Raise the right arm and the left leg.
   e. Raise the right leg and the right hand.

2. The following exercises are done from a standing position. Positions should be held at least five seconds unless indicated otherwise.

   a. Stand on the right foot to the count of ten.
   b. Stand on the left foot to the count of ten.
   c. Hold the right leg to the front.
   d. Bend over and put both arms behind.
   e. Cross the left leg in front of you, arms overhead.
   f. Balance on tiptoes to the count of ten.
   g. Swing both arms to the left and put the left foot out to the right.
   h. Balance on heels to the count of ten.

3. After practicing the above exercises a number of times with the eyes open, they should be done with eyes closed. This makes balancing more difficult.

4. The following movements are performed from a standing position:

   a. Hop on the right foot five times, hands on hips.
   b. Hop on the left foot five times, hands on hips.
   c. Perform both exercises with the arms folded.
   d. Jump forward one jump.
   e. Jump backward one jump.
   f. Jump right one jump.
   g. Jump left one jump.
   h. Jump, turning a quarter-turn to the right.
   i. Jump, turning a quarter-turn to the left.
   j. Jump, turning a half-turn to the right.
   k. Jump, turning a half-turn to the left.

5. After practicing the movements in activity 4 with the eyes open, they should be repeated with eyes closed.

6. The stunts in the Stunts and Tumbling Activities Unit are excellent for working towards total muscle control and maintaining good balance.

BALANCE BOARD ACTIVITIES

A balance board is a square 16" x 16" platform balanced on a 3"-high post which is fastened under the board at the center. Posts should be available in three sizes: 3" x 3", 4" x 4", and 5" x 5". Activities should begin using the large 5" base and progress to the smaller bases. A diagram for constructing a balance board is in the Appendix.

Two-Foot Balance Board Activities

For two-foot balance board activities, the child places one foot on the board halfway between the center post and the edge, and the other foot on the opposite side of the board. Children should perform the following activities from this balanced position.

1. Stand and maintain balance, eyes focused ahead.
2. Stand and maintain balance, eyes focused to the right (then left, above, below).
3. Maintain balance and do a half knee bend.
4. Maintain balance and touch knees.
5. Maintain balance and touch right hand to left ankle.
6. Balance and touch toes.
7. Balance and touch head, shoulders, knees, and toes, in that order.
8. Tilt forward until the front edge of the board touches the floor and return to starting position.
9. Tilt backward and recover.
10. Tilt to the right and recover.
11. Tilt to the left and recover.
12. Repeat the above activities with eyes closed.
13. Maintain balance while bouncing and catching a ball.
14. Toss the ball up and catch it with two hands.
15. Bounce and catch the ball with one hand, first right, then left.
16. Maintain balance while dribbling a ball.

*17. Reach to grasp an object which is swinging like a pendulum a little out of reach.

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* The teacher ties one end of string to a yardstick and the other to any object that can be grasped with one hand. The object is swung back and forth just beyond the reach of the child's outstretched hand so he must shift himself and redistribute his weight to catch and hold the object.

The routines for two feet may be tried on the 5", 4" and 3" balance boards consecutively before children move on to the one-foot routines. An alternative is to master all routines on one board before moving to another board with a smaller base. It is up to the teacher to select the approach best suited to his particular children. It is important, however, to follow the proper sequence to assure continuity and a successful experience for each child.

One-Foot Balance Activities

Prior to their introduction to one-foot balance activities, children must be given the opportunity to maintain balance while standing on one foot on the floor. Each child should be allowed to choose the foot on which he wishes to balance. If the concepts of *right* and *left* have not been mastered, the instructor should refer to the feet as "one foot" and "the other one." As soon as right and left are learned, it is best to give directions using these terms.

For one-foot balance, the child should place his foot on the board so that the ankle is approximately above the exact center of the board. The other foot may be held up or rest against the leg of the balancing foot. This decision should be left to the child using the board.

The activities described for two-foot balance are also used for one-foot activities. Exceptions are the side tilts which should only be done in the direction of the foot on the board, i.e., right foot tilts to the right.

Children can experiment with additional activities after attaining confidence and skill in these basic movements.

BALANCE BEAM EXERCISES

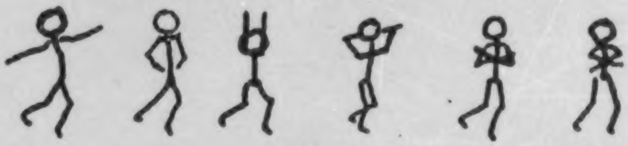
The balance beam exercises described and illustrated below are mainly individual movements. They do not include all movements that are possible but will suggest many variations and other movements.

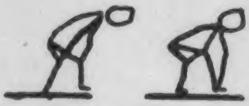
- All movements should be learned both left and right.
- Exercises should start near the end of the balance beam.

Routines consist of combinations of individual movements. Makeup of routines should stress continuity, execution for form, and an increase in difficulty as the routine progresses.

Walk with Variations

1. Walk forward, arms held horizontally at sides.
2. Walk forward, hands on hips.
3. Walk forward, arms vertical.
4. Walk forward, hands behind neck.
5. Walk forward, arms behind back.
6. Walk forward, arms folded in front.
7. Walk forward, hands on knees.
8. Walk forward, hands holding ankles.
9. Walk forward, knees bent (duck waddle).





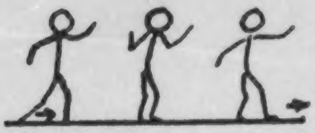
10. Walk backward. Use arms and hands as in Nos. 1 to 8.

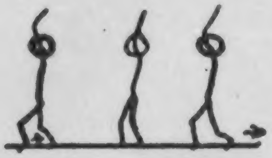
11. Walk sideward. Use arms and hands as in Nos. 1 to 8.

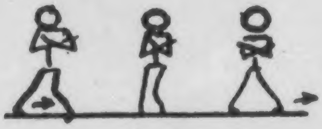
12. Advance forward. From walk stand, bring rear foot to front foot, advance front foot. Use arms and hands as in Nos. 1 to 8.

13. Advance backward, from walk stand, facing near end of beam.

14. Advance sideward. From stride stand at near end, facing right, close right foot to left, advance left foot.







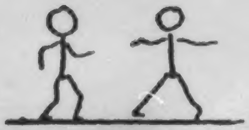
15. Walk forward to center of beam. Make a half-turn on balls of feet and walk backward to far end of beam.

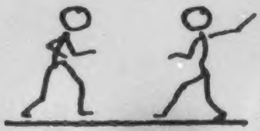
16. Walk forward to center of beam. Make a quarter-turn and walk sideward to far end of beam.

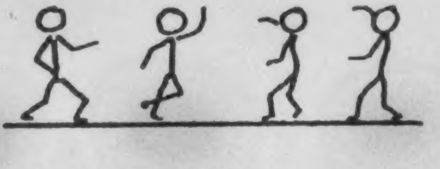
Turns (From walk stand position, right foot forward.)

17. Make a half-turn left on balls of feet to stride-stand position without lifting foot from beam.

18. Make a half-turn right. Turn on right foot; swing left foot sideward to rear of right foot.

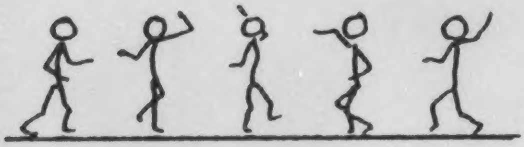


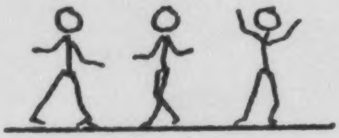




19. Make a half-turn left. Turn on left foot; swing right foot full circle to front position of the walk-stand.

20. Stand facing sideways. Place left leg behind right leg. From this cross-legged stand, do a half-turn on balls of feet.



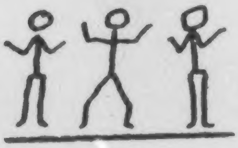


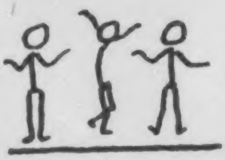
Hops (In hop, take off and land on same foot.)

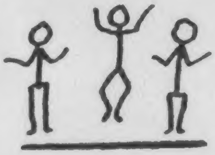
21. Hop forward.
22. Hop backward.
23. Hop sideward.
24. Hop with turn.

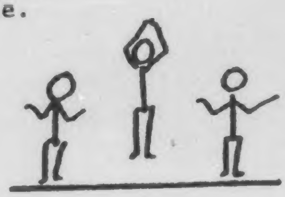
Jumps (In jumps, take off from one or both feet and land on both feet.)

25. Jump forward in walk-stand position.
26. Jump backward in walk-stand position.
27. Jump sideward in side-stand position.
28. From walk-stand, right foot forward, jump to walk-stand, left foot forward.
29. From walk-stand, make a half-turn jump. (Feet leave beam during turn.)
30. From side-stand, jump to stride-stand. Return to side-stand.
31. From side-stand, facing right, jump with half-turn to side-stand facing left.
32. From side-stand, click heels together while in air.
33. From side-stand, jump and clap hands over head while in air.
34. From side-stand, jump with full turn to facing same side.







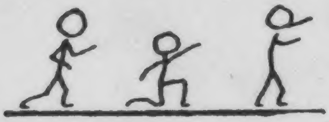


Note to teacher: Many walking, turning, hopping and jumping activities can be performed with variations:

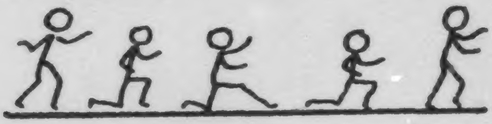
- Holding a block of wood in, or balanced on, each hand.
- With eyes closed.
- Stepping over a wand held by the teacher.
- Stooping under a wand held by the teacher.
- Using a skip rope.

Kneeling

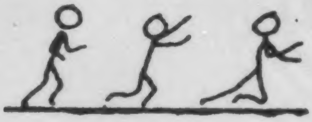
35. Rest on one knee.



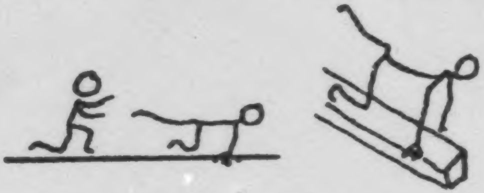
36. Rest on left knee. Reach other foot forward.



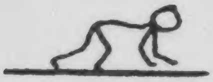
37. Rest on left knee. Extend right thigh to rear.



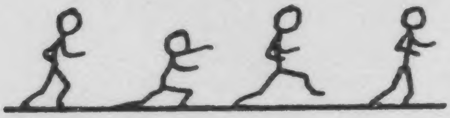
38. Move from front knee rest to leaning knee rest with thigh extended.



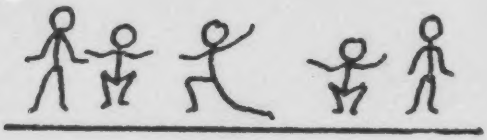
39. Walk on hands and feet.



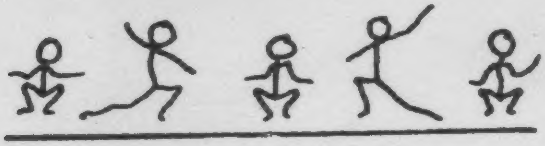
40. Advance front foot to knee bend. Return to walk-stand.



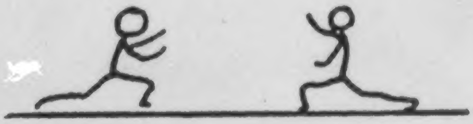
41. From side-stand, abduct thigh.



42. From side-stand knee bend, abduct thigh, left and right.



43. From front knee bend rest, make half-turn (without lifting feet) to front knee bend rest facing opposite direction.



One-foot Balance

44. Perform one-foot balance, ankles together (can count for time).

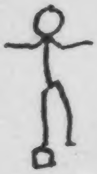
45. Perform one-foot balance, hands at sides.

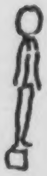
46. Perform one-foot balance, bend forward (trunk flexion), extend thigh.

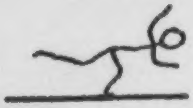
47. Perform one-foot balance, lean backward, flex thigh.

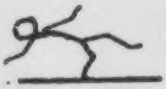
48. Perform one-foot balance, change from backward to forward bend in one continuous motion.

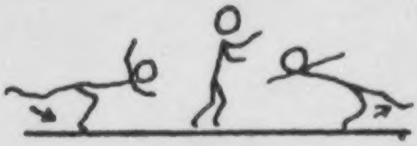
49. Perform one-foot balance, from forward bend, bring rear foot to beam. Bend backward, raising front foot.





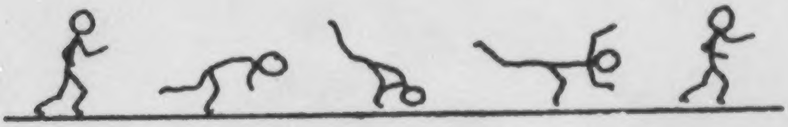




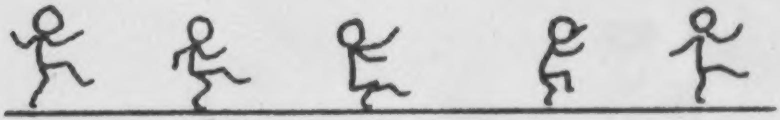


50. From a one-foot balance, bend forward and extend the thigh. Make a half-turn to face in the opposite direction.

51. From a one-foot balance, bend forward to grasp the ankle of the foot on the beam and extend the other thigh.

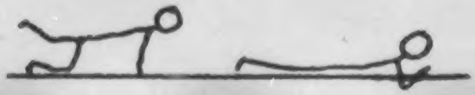


52. Balance on one foot, other thigh flexed. Make a knee bend to seat on heel. Return to one-foot balance.

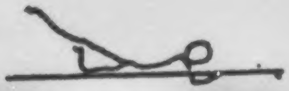


Prone Position

53. Move from front knee rest to prone lie.

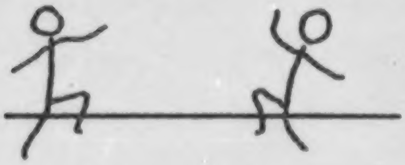


54. From prone lie position, flex right leg and extend left thigh.

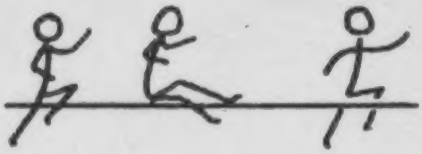


Sitting Position

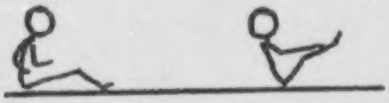
55. Turn from side-seat facing forward to side-seat facing backward.



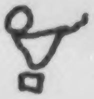
56. From side-seat right, swing legs over beam to side-seat left.



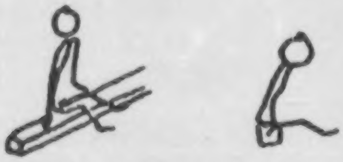
57. From seated position, facing forward, lift legs and grasp ankles.



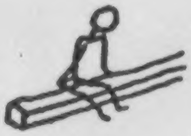
58. From side-seat position, lift legs and grasp ankles.



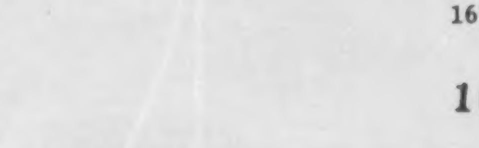
59. From a side-seat position, do a half-lever (chair).



60. From a side-seat position, do a half-lever with legs straddling one arm.



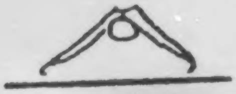
61. From a half-lever, swing legs back between arms until knees rest on the beam.



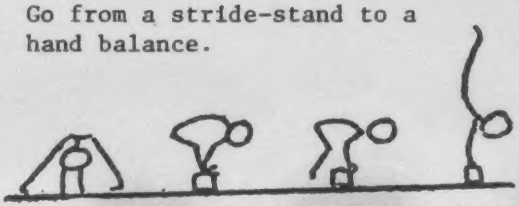
62. Perform a knee balance facing sideways.

Stunts

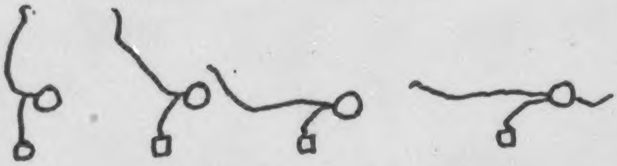
63. From a stride-stand, lean over and grasp ankles.



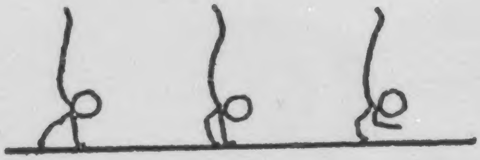
64. Go from a stride-stand to a hand balance.



65. From a hand balance, lower to a one-arm lever.

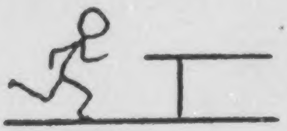


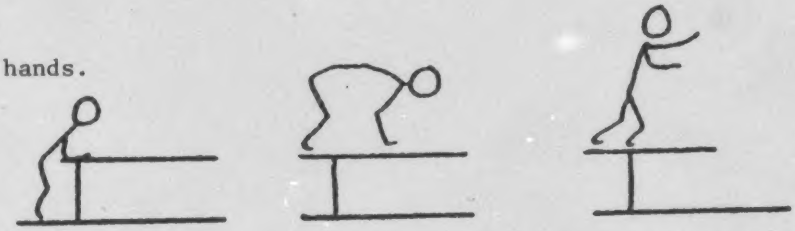
66. Walk on hands.



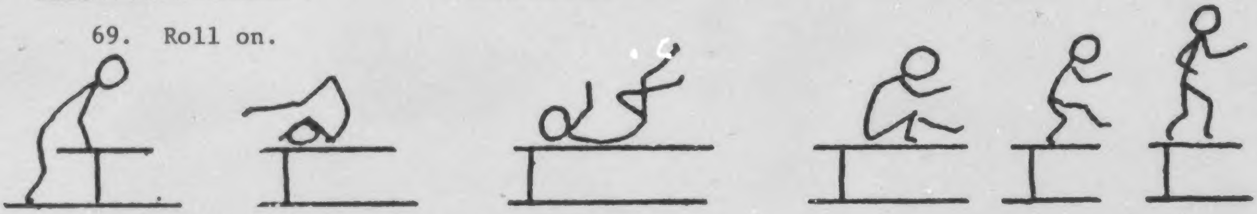
Mounts

67. Step on at near end.
68. Jump on assisted by hands.

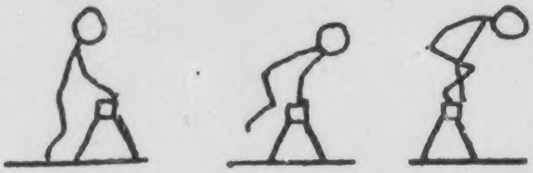


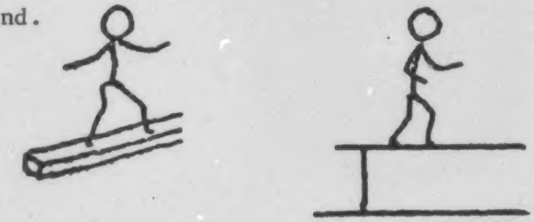


69. Roll on.



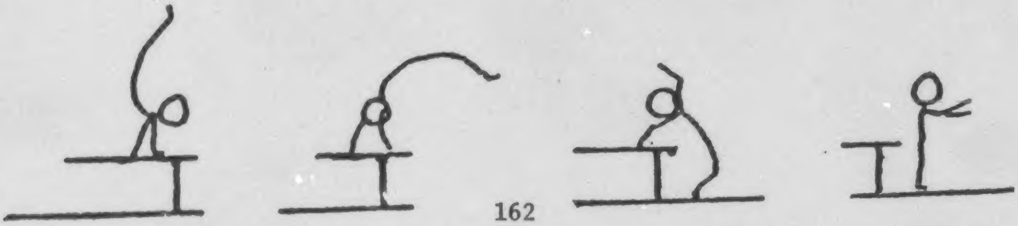
70. Stand at side and vault to stride-stand.





Dismounts

71. Jump off far end.
72. Jump off with quarter-, half-, or full-turn.
73. At far end, do a handstand and forward circle to floor (handstand and over).



SUPPLEMENTAL BALANCE GAMES AND ACTIVITIES

For supplemental balance activities, the teacher can plan to:

1. Use the rim of the sandbox as a beginner's balance beam.
2. Use hula hoops in balancing activities. See page 219.
3. Use jump ropes in balancing activities and as individual balance beams to teach beginning skills.
4. While children are performing balancing activities, place objects on their heads (e.g., erasers, bean bags, small pillows).
5. Play "Statues."
6. Play "Green Light, Red Light."
7. Hold a contest: Who can hold specific positions the longest.
8. Play "Freeze Tag."
9. Use many rhythmic records that lead children through activities requiring movement and the maintenance of good posture and balance.
10. Direct children to move creatively to the beat of a drum, then freeze and maintain balance.
11. For balance beam activities, tilt the balance beam in a slant position.
12. Use a piece of equipment such as a jump box from which children can jump and maintain a specified balanced position.
13. Use a bouncing board for control of children's balance while bouncing.
14. Use a balance bench, as a broader surface on which children can balance on their stomach, back, side, etc.
15. Use scooter boards.
16. Use a car tire or bike tire on which children can perform progressive balance activities.
17. Play "Imitation." Have children pretend they are certain animals such as a bird on a wire, a stork asleep standing on one leg with wings folded.
18. Have children practice good posture and bad posture while performing activities.
19. Use a broad surfaced incline board for balance activities.
20. Use a ladder either in a flat position or at a slant, for balance activities.
21. Plan balancing activities with partners.
22. Use equipment such as pogo sticks, stilts, and romper stompers in balance activities.

BALANCE INDIVIDUAL RECORD

Name ______________________________

Age ________________ Room ___________

	Instructions (Child balances six seconds unless directed otherwise.)	Confidently maintains balance				Initiates movement correctly, but loses balance				Cannot balance			
On the floor	Balance on the right foot for ten seconds.												
	Balance on the left foot for ten seconds.												
	Maintain balance on right hand, left leg.												
	Perform the Frog Stand.												
On the beam	Slowly, in a heel-toe fashion, walk forward on the balance beam.												
	Walk sideward on balls of the feet the length of the beam.												
	Walk to the center of the beam, pick up an object, continue on to the end.												
	Walk forward half way, turn and continue backward.												
	Eyes closed, walk the length of the beam.												
	On the 2" beam, walk forward, arms out.												
	On the 2" beam, walk sideward on balls of the feet.												
	On the 4" beam, walk backward.												
	Walk on the 2" beam backward.												
	Jump from a height of over 18"; land correctly.												
	Use a 5" balance board.												
	Use a 4" balance board.												
	Use a 3" balance board.												

General comments or constraints: ______________________________

HAND-EYE COORDINATION

The combination of eyes and hands working together is necessary for achievement of many classroom experiences. Eyes and hands must function as a unit for a child to be able to complete any manual task. The teacher should be very much aware of the crucial relationship that exists between these two entities in the performance of any task.

Skills to stress include:

1. When catching an object, "thumbs out" is the rule.
2. Follow the principle of opposition when throwing from the side of the body. (Step out on the opposite foot.)
3. Follow the appropriate "How to throw and how to catch" directions in the Motor Development Analysis and Assessment Unit.

The following suggestions will be helpful when planning and directing activities to build hand-eye coordination experiences:

1. Use a progressive sequence of skills.
2. Utilize experiences involving tracking with the eyes.
3. Include many rolling, catching and throwing experiences.
4. Start hand-eye activities with a short distance, then lengthen the distance as skill progresses.
5. Use manipulative aids that are pleasing to touch and that the children are not afraid to catch (e.g., yarn balls, paper bag balls, balloons).
6. Try to establish a dominant side of the body, but continue to use experiences for both sides.

HAND-EYE COORDINATION EXPERIENCES

The experiences listed on this page can be varied numerous ways. Many will need to be repeated over and over. These are not skills that will be mastered, but continual reinforcement and proper practice in activities involving hand-eye coordination should improve the self-image and further the child's ability to read and write.

Yarn balls, bean bags, paper balls and balloons can be used for the following activities:

1. Toss up and catch.
2. Toss up a specific number of times; be able to stop.
3. Toss and catch with the other hand.
4. Try to keep a yarn ball or balloon in the air.
5. Repeat No. 4 using a ball (playground ball or paper bag ball).
6. Bounce and catch ball (both hands, right hand, left hand).
7. Dribble ball a specific number of times, then hold.
8. Roll a ball to hit an object.
9. Roll the ball with the right hand, then the left. (Make sure child is stepping out on the opposite foot.)
10. Roll the ball from the center of the body. (Principle of opposition is not needed when throwing from the center of the body.)
11. Roll to a partner from the center of the body.
12. Roll the ball, tracing a specific line or pattern.
13. Practice fanning a ball down a specific pattern. (Ping pong equipment is great.)
14. Practice throwing underhand and overhand, at an object, against an object, into an object, and to a partner. (Catching skills are stressed, too.)
15. Retrace shapes using stitchery techniques.
16. Toss horse shoes.
17. String objects (beads).
18. Drop clothespins in a bottle.
19. Balance wands on hands.
20. Utilize peg boards, ring toss, pick-up sticks.

The following activities may be found in the *Guides for Teaching Physical Education*:

Grades 1-2

Call Ball, page 98
Line Roll Ball, page 101
Hot Potato, page 113
Pass and Count, page 97
Ball Roll Relay, page 109
Circle Pass Relay, page 111
Bounce-Catch Relay, page 113
Beanbag Throw, page 115
Aisle Pass, page 116
Fongo, page 123
Dodge Ball, page 126
Fist Ball, page 12[illegible]
Pass the Ring or Button, page 143
Zigzag Throwing, page 403
Dribble, Shoot, Pass, page 415

Grades 5-6

Bowling, page 146
Fist Ball, page 151
Kickball, page 153
Bring Home the Bacon, page 161
Pin Ball, page 165
Three Pass Pin Bat Ball, page 171
Throw Around Bases, page 175
Circle Pass, Center Keep It Up, page 237
Volleying the Ball, page 238
Circle Keep Up, page 239
Team Ring Tennis, page 249
Newcomb, page 255

HAND-EYE COORDINATION INDIVIDUAL RECORD

Name ______________________________

Age ________________ Room ____________

Instructions (Object should be tossed up approximately 5 feet.)	Performs task successfully (Make sure the pupil follows the principle of opposition.)				Performs with some success				Unable to perform			
Toss and catch with both hands.												
Toss and catch with right hand.												
Toss and catch with left hand.												
Bounce a ball with both hands, four times only.												
Dribble three times and stop (right hand).												
Dribble three times and stop (left hand).												
Roll a ball to an object ten feet away (right hand).												
Roll a ball to an object ten feet away (left hand).												
Toss a ball into an object six feet away (right hand).												
Catch a ball thrown from 15 feet away.												
Toss up a ball and bat it (right hand).												
Toss up a ball and bat it (left hand).												

General comments or constraints: ______________________________

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EYE-FOOT COORDINATION

A child must be able to have fluency in, and control over, his body movements. One area of concern is the control of using eyes and feet harmoniously to the greatest advantage. A movement that is performed with timing, balance, ease and efficiency is one that is well coordinated. At the root of such movement is the control of the group or groups of muscles involved in performing the movement. The teacher can help any deficiency in this area by providing children with experiences designed to correlate visual steering with the movement of the feet.

Skills to stress include:

1. All principles of movement (See page 44.)
2. Place-kicking.
3. Kicking a pitched ball.
4. Following the appropriate "how to" directions (See page 46.)

Helpful hints include:

1. Have a progressive sequence of skills to meet the needs of all children.
2. Start with a short distance and lengthen the distance as the skill progresses.
3. Use interesting manipulative aids that children are not afraid to step on or jump over.
4. Try to establish a dominate side of the body, but continue to use experiences for both sides.

EYE-FOOT COORDINATION ACTIVITIES WITH MANIPULATIVE AIDS

The following are only a few suggested activities which use manipulative aids and equipment. Refer to the specific sections of the guide for more detailed activities.

Activities using *ropes* include:

1. Child jumps across stationary rope.
2. Child hops across stationary rope, experiencing hopping with both feet.
3. Child jumps and hops across lagging rope.
4. Child performs "Blue Bells."
5. Child jumps by first standing in as rope turns.

6. Child runs in the "front door" to jump.
7. Child runs in the "back door" to jump.

Activities using *hoops* (flat on the floor) include:

1. Child performs activities involving stepping in and out.
2. Child performs activities involving jumping in and out.
3. Child performs activities involving hopping in and out.
4. Child performs activities involving movements with designated right, then left, foot.

Activities using *batons* and *wands* include:

1. Child walks heel-toe beside the wand (forward and backward).
2. Child jumps back and forth over the wand.
3. Child hops, alternating feet, back and forth over the wand.
4. Child balances the wand on his foot.
5. Child moves the wand on the floor with his feet. Heels are stationary.

Activities using *bamboo poles* include:

1. Add rhythm to the hopping skill in the dance "Tinikling."
2. Add manipulative aids like balls, bean bags and wands as the skill develops.

Activities using *bean bags* include:

1. Child pushes bean bag with foot down a designated line.
2. Child pushes bean bag, alternating feet.
3. Child, in sitting position, tosses bean bag and catches with his feet.
4. Child kicks bean bag through an object like a hoop or tire.

Activities using *balls* include:

1. Children sit in a circle and keep the ball moving, first with both feet and then with one foot (group activity).
2. Children sit in chairs and keep the ball moving on the ground using just the feet (group activity).
3. Child practices kicking the ball in a specific area.
4. Child practices kicking the ball a specific distance.

5. Child practices kicking the ball a specific height.

6. Child practices dribbling the ball over an obstacle course with the feet.

7. Children engage in relays which employ foot-eye coordination activities with a ball.

SUPPLEMENTAL EYE-FOOT COORDINATION GAMES AND ACTIVITIES

For supplemental activities, the teacher can plan to:

1. Trace footprints along a piece of butcher paper and ask children to step on each footprint. Devise patterns for them to figure out. As the skill develops, add distance and width to the steps.

2. Utilize the game of hopscotch. Include many variations to stress specific skills.

3. Utilize the activities in the Kicking and Striking unit in the *Guide for Teaching Physical Education, Grades 3-4*.

4. Include activities involving the balance beam or the edge of the sandbox.

5. Utilize activities involving the coordination ladder or steps.

6. Have children practice the skills and activities located in the Soccer unit in the *Guide for Teaching Physical Education, Grades 5-6*.

7. Have children practice kicking activities facing in to the backstop.

EYE-FOOT COORDINATION INDIVIDUAL RECORD

Name ______________________________

Age ______________ Room ____________

Instructions	Performs task successfully				Performs with some success				Unable to perform			
Jump ten times across a stationary rope.												
Jump ten times across a lagging rope.												
Place-kick a ball (right foot).												
Place-kick a ball (left foot).												
Kick a pitched ball (right foot).												
Kick a pitched ball (left foot).												
Dribble the ball three times and stop (right foot).												
Dribble the ball three times and stop (left foot).												
Kick a ball to a designated area ten feet away (right foot).												
Kick a ball to a designated area ten feet away (left foot).												
Drop-kick a ball.												
Kick a ball over 25 feet in the air.												
Run a distance of 30 feet and stop quickly without losing balance.												

General comments or constraints: ______________________________

GROSS MOTOR COORDINATION

When a child can move skillfully and freely, his mind will be free to interpret information transmitted to him from the environment. Proper training in gross motor coordination is a must in order for the child to progress in the ability to play games and participate in other physical activities. These abilities instill confidence and help achieve status in the peer's group, which is a large factor in the development of the positive self-image.

There are two components of basic movement; nonlocomotor activities and locomotor activities. Nonlocomotor activities involve axial and resistence skills. These skills involve little or no movement covering distance. They center around the body and can be done with the feet in a stationary position. Locomotor activities, however, involve skills of movement across a distance. Children should be provided with a variety of movement experiences to which they must react according to their own interpretation and feelings.

These suggestions will be helpful when directing activities which develop gross motor coordination:

1. It may be necessary to rephrase or modify the activities listed in order to suit the age level and maturity of the class.
2. Individualize the instruction to suit the children's needs.
3. Encourage creativity in movement to various stimuli such as a drum beat, record, musical instrument, or signal.

GROSS MOTOR VOCABULARY

Walk
Run
Jump
Hop
Leap
Gallop
Slide
Skip

Bend
Stretch
Rise
Swing
Turn
Fall
Dig
Twist

Climb
Hang
Lift
Carry
Push
Pull
Beat
Shake

Lunge
Thrust
Creep
Crawl
Roll
Curl
Tuck

NONLOCOMOTOR ACTIVITIES

Bending and Stretching*

1. Have children duplicate daily activities such as dressing, making the bed, brushing the teeth, combing the hair.
2. Utilize activities involving bending at the elbow, at the waist, at the knee.
3. Utilize exercises involving stretching--"Reach for the Sky," "Around the World," "Cloud Push."
4. Have children imitate nature, people, animals, puppets, objects, utensils.
5. Have children perform stunts involving bending and stretching.
6. Involve children in creative situations such as being a tube of toothpaste, melting ice, a jack-in-the-box, monkey at the zoo.
7. Allow action skits such as picking fruit, washing windows, vacuuming the rug.
8. Stress movements in various positions such as lying down, kneeling, sitting, standing.
9. Utilize terms such as curl, tuck and reach.
10. Motivate solo activities and activities with a partner.

Twisting and Turning*

1. Motivate creative experiences involving twisting and turning in movement exploration.
2. Work on exercises in the warm-up unit involving twisting and turning.
3. Allow creative imitations of objects, nature, forces.
4. Have children imitate animals such as a bucking horse.
5. Encourage pupils to twist and turn two body parts in opposing directions.
6. Have children imitate familiar sounds and sights such as a clock ticking, an airplane landing, a clown dancing.

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* These activities can be done rhythmically or nonrhythmically.

Swinging and Swaying*

1. Utilize activities on the jungle gym, ladders, bars, swings, and other equipment.
2. Allow experiences in different body positions; for example: "Lie down and sway four parts of your body." "Sit down and swing one part forward and one part backward."
3. Have children imitate movements of nature, animals, people, objects.
4. Promote rhythm activities involving swinging and swaying.
5. Initiate exercises involving swinging and swaying (located in the warm-up unit).
6. Suggest creative imagination activities such as being a windmill, a windshield wiper, an antenna, a typewriter.
7. Discuss different tempos such as fast, slow, jerky, smooth, and allow experiences practicing these.
8. Make sure movements utilize all parts of the body.

Pushing and Pulling

1. Organize activities using the horizontal bars or horizontal ladder.
2. Imitate pushing and pulling involved in sports such as swimming, baseball, football, track and field, tug of war, wrestling, tumbling.
3. Have children practice stunts involving pushing and pulling and other tumbling activities.
4. Direct children to imitate handling objects that are light, heavy.
5. Initiate exercises involving pushing and pulling, pull-ups, push-ups.
6. Suggest solo activities and activities with a partner.
7. Use sentences such as: "Show how many parts of your body can push and pull." "Push with the right side of your body."
8. Suggest pushing and pulling of the body in different positions such as lying down, kneeling, bent over.

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* These activities can be done rhythmically or nonrhythmically.

Hanging

1. Utilize hanging on all types of apparatus.
2. Practice hanging in different positions such as with one arm, hand and leg opposites, knee and elbow.
3. Utilize exercises involving hanging.

Standing

1. Have children practice standing correctly for different situations: attention, balance, breathing, good posture, bad posture.
2. Have children practice stances involved in track and field games, gymnastics, swimming, diving, football.
3. Have children practice stances involved in reaching, pushing, pulling.

Kneeling

1. Have children imitate animals and people, e.g., frogs, Indians.
2. Have children practice kneeling on different surfaces such as a mat, dirt, balance beam.
3. Utilize exercises involving kneeling.
4. Have children imitate games movements using kneeling such as used in leap frog.

Lifting, Rising, Falling

1. Utilize tumbling activities involving lifting of the body.
2. Have children pretend to lift objects: suitcase, heavy box, fork and knife.
3. Initiate activities involving the parachute.
4. Utilize activities with the jump rope.
5. Suggest dramatic movements in slow motion to music.
6. Have children practice correct ways of falling.

LOCOMOTOR ACTIVITIES

Walking

Instruct the children to walk tall, shoulders relaxed, and with good posture. Initiate activities by asking:

1. Can you walk tall to the beat of the drum and not run into anybody?
2. Can you make the space size smaller and change directions?
3. Can you walk backward in just this half of the circle?
4. Can you walk on your tiptoes?
5. Can you walk quietly and quickly?
6. Can you go from one spot to the other with as few steps as possible?
7. Can you walk happily? Sadly? Angrily?
8. Can you walk high? Low? Can your hands be low while you walk high?
9. Can you walk in a definite shape or pattern such as a circle? Square?
10. How would the weather (wind, sun, rain, snow) affect the way a person walks?
11. Can you walk in a definite pattern, perhaps following a leader? Then try and draw that pattern on paper or in sand.
12. Can you walk and be able to stop suddenly or change directions on command?

Running

Watch for good stride and smooth movement. Have children:

1. Run to the activities listed above for walking.
2. Run a good distance. Note child's posture, stride and fluidness of movement.

Jumping

Jumping activities are performed with two feet. Both feet must leave the ground at the same time. Initiate activities by asking:

1. Can you bend your knees and go down?
2. Can you spring back up and go high?
3. Can you turn while jumping?
4. Can you jump in a direction (sideward, backward, forward)?

5. Can you jump high?
6. Can you jump low?
7. Can you clap your hands in the air while in the middle of your jump?
8. Can you do something different at the height of your jump?
9. Can you work in partners with your jumps?

Leaping

Leaps begin with a giant run. Instruct children to take off with both feet and land lightly. Direct children in these activities:

1. Leap four times in one direction. Do not touch anything.
2. Leap as if you were leaping over a log.
3. Reach high for something as you leap.
4. Take as few leaps as possible across the blacktop.
5. Leap like a giant over the countryside.
6. Leap like a fairy.
7. Leap with a partner. Try to stay together without touching.
8. Try three partners leaping together while holding hands.
    - Can the middle partner run while the side partners are leaping?
    - Can the side partners run while the middle one is leaping?
    - What other ways can the three partners leap?

Galloping

In galloping, one foot should be ahead of the other. Initiate activities by asking:

1. Who can walk slowly around the circle?
2. Can you put one foot in front and pull the other up behind it?
3. Can you change feet and put the other one in front?
4. Who can go a little faster?
5. How fast can you gallop around the circle?
6. Can you gallop fast and stop quickly?
7. Can you gallop with a partner?

Sliding

To teach children to move to the side without crossing their feet, start activities by directing them to:

- Stand with your feet apart.
- Show me a way to bring your feet together.

Initiate sliding activities by asking:

1. Can you make your foot make a ssss-sound by pulling it to the other one?
2. Can you move from side to side doing this?
3. Can you move across the area?
4. Can you move by sliding in a circle?
5. Can you slide slowly? Quickly?
6. Can you slide and change direction?
7. Can you work with a partner while sliding? Try working up a routine with your partner involving different directions and lengths of slides.

Hopping

Initiate hopping activities by asking:

1. Can you hop on your right foot five times, then left?
2. Can you hop around in a circle--first on one foot, then the other?
3. Can you hop back and forth over a line--first on one foot, then the other?
4. Can you hop at a high level, low level?
5. How high can you hop?
6. How far can you hop?
7. Can you hop turning quarter- and half-turns in the air?
8. Can you hop up stairs and down?
9. While you are hopping, can you hold an object beside you? At a lower level? Above you?

Skipping

Skipping is done in a step-hop rhythm with a changing of the lead foot. Initiate activities by asking:

1. Can you hop lightly on one foot and then the other without moving forward?
2. Can you move slowly around the circle in this way?
3. Can you move faster?
4. Can you skip and change directions (forward, backward, in place, sideward)?
5. Can you skip within the area and not touch anyone?
6. Can you take as few skips as possible to get from one place to another?
7. Can you skip faster? Slower? Lightly?
8. Can you skip low to the ground?
9. How tall can you be while skipping?
10. Can you change directions while skipping?
11. Can you stop suddenly while skipping without losing your balance?
12. Can you work out some skipping routines with a partner?

SUPPLEMENTAL GROSS MOTOR COORDINATION ACTIVITIES

For supplemental activities, the teacher can plan to:

1. Encourage creative movement experiences and rhythms.
2. Use lots of circuits and challenge courses.
3. Use numerous relays activities.
4. Use locomotor and nonlocomotor experiences in practicing a sequence of movements.
5. Utilize the numerous creative rhythms records available at IMC.
6. Allow for the child's imagination to be creative. For example, ask: "How would a moon dog move?"
7. Have the children move in different ways to different stimuli: "What kind of movement does the sound of your name suggest?"
8. Work on activities to practice accuracy of stopping and starting.
9. Use nursery rhymes to stimulate creative movement.

10. Utilize additional small equipment such as ropes, hoops and wands. Follow the suggestions listed under the separate titles.

11. Utilize activities in the different sections of the *Guides for Teaching Physical Education, Grades 1-2, 3-4,* or *5-6.*

GROSS MOTOR COORDINATION INDIVIDUAL RECORD

(Suitable for duplication on 9" x 12" tagboard.)

Name ______________________ Age __________ Room __________

LOCOMOTOR SKILLS	Needs improvement	Date mastered	Comments
Walking			
Running			
Jumping			
Hopping			
Leaping			
Galloping			
Sliding			
Skipping			
NONLOCOMOTOR AXIAL MOVEMENT SKILLS			
Bending and Curling			
Stretching (reaching)			
Rising			
Swinging			
Turning and Whirling			
Falling			
Digging			
NONLOCOMOTOR RESISTANCE MOVEMENT SKILLS			
Climbing			
Hanging			
Lifting			
Carrying			
Pushing			
Pulling			
Beating			
Shaking			
Digging			
Lunging			
Thrusting			

FINE MOTOR COORDINATION

Fine motor development involves the small muscles such as those in the hands, feet and eyes. This is an area in which children need to be actively involved as in all other areas of motor development. Many children are deficient in the area of fine motor control and hand dexterity. It is important to help children develop individual finger strength, finger coordination and symmetrical use of both hands. Procedures must also be utilized in helping the child to gain control over the fine eye muscles.

Through continual practice in the various activities which are designed to develop fine motor coordination, the child will make progress in overcoming any deficiencies or simply in strengthening these skills as he develops physically.

These suggestions will be helpful when directing activities which develop fine motor coordination:

1. Utilize activities in this section daily in short warm-up activities while chidlren are seated at their desks or together on the rug.
2. Individualize activities to suit the needs of the class.
3. Choose the activities that support the development level of the children involved.

FINE MOTOR VOCABULARY

Body parts

Foot
Feet
Arch
Instep
Ankle
Toe
Hand
Wrist
Finger
Fist
Palm
Knuckle
Eye
Eyebrow
Wink
Eyelid
Tongue
Ear
Nose

Movements

Right
Left
Rotate
Bend
Point
Look

FINE MOTOR DEVELOPMENT ACTIVITIES

Hands

1. Have children practice activities and exercises involving fingers, wrists and palms.
2. Have children clasp their hands in different positions.
3. Instruct the children to pick up small objects such as pennies, pins, beans.
4. Have children place small objects through the mouth of a small bottle or an opening in a box.
5. Involve children in activities involving threading and weaving, for example, crepe paper through chicken wire.
6. Have children practice movement experiences with a small stick such as a lumni stick. See activities, p. 235.
7. Instruct children in activities involving the movement of the wrist and fingers independently of each other.
8. Allow lots of practice in symmetrical activities using the hands and fingers.
9. Utilize finger games such as "Itsy-Bitsy Spider."
10. Involve children in manipulating objects with a clothespin.
11. Have children practice snapping and unsnapping, tying and untying, buttoning and unbuttoning.
12. Allow children to experiment with fine motor movements to music such as those experiences on the "Clap, Snap and Tap" record.
13. Utilize the game of jacks.
14. Involve children's fingers in manipulating a small stick through them.
15. Involve children in tossing and catching small objects such as small balls, bean bags, cotton balls.
16. Utilize the game of marbles.
17. Involve children in creative play imitation experiences such as playing the piano, trumpet or other musical instrument.
18. Have children practice the skill of snapping the fingers. After children learn this skill, add rhythm.
19. Promote creative finger play such as finger plays and finger square dancing.
20. Utilize the game of "Pick up Sticks."

Feet

1. Have children practice activities and exercises that involve movement of the feet, toes and ankles.
2. Have children move objects with their feet without the aid of the hands:
    - Around the body or another object.
    - Over an obstacle course.
    - Up and down a balance beam.
3. Direct children to try rolling up a towel with the toes.
4. Involve children in putting a puzzle together using only the feet.
5. Direct children to pick up objects with the toes.
6. Initiate relay activities which involve using the feet.
7. Have children keep balloons bouncing with their feet.

Eyes

1. While they are seated, ask children to place their hands at arms' length about two feet apart with thumbs up. Instruct them to hold their heads still and look at the left thumb, then at the right. (Repeat several times.)
2. Choose different objects around the room. As these objects are named, have children quickly focus from one to the other.
3. Fasten an object on a string and allow the object to swing slowly in front of a child's eyes. The child should track the movement with his eyes.
4. Direct practice of eye exercises and movements to music. Let children work up individual routines or routines for the class to do.
5. Have children practice tossing an object from one hand to another, tracking the movement, but not moving the head.
6. Involve children in lots of activities involving eye tracking such as tossing a ball or rolling a ball accurately.
7. All activities listed in the hand-eye coordination and eye-foot coordination sections will be useful.

FINE MOTOR COORDINATION INDIVIDUAL RECORD

Name ____________________

Age ____________ Room ________

Instructions	Performs task successfully	Performs with some success	Unable to perform
Pick up 10 beans and put them into a small-mouth bottle (within 15 seconds).			
Snap and unsnap a set of four snaps (within 12 seconds).			
Unbutton and button a set of four buttons (within 12 seconds).			
Tie your shoe.			
Move your fingers independently of one another and the thumb.			
Follow an object with your eyes while it swings in front of you.			
Move your eyes to the right.			
Move your eyes to the left.			
Move your eyes up.			
Move your eyes down.			
Move your eyes all around.			
Wiggle your nose.			
Wiggle your toes.			

General comments or constraints: ____________________

SHAPE DISCRIMINATION

Many presumptions are made concerning the skills young children have developed in the primary grades. One of these skills covers the recognition of various shapes and symbols necessary to further academic achievement.

Studies indicate that many children need considerable training in this area to help them develop a comprehension of basic forms. A child is judged to be proficient in the skill when he is able not only to perceive a form's shape and size and whether it has straight or curved lines, but is also able to pick out the shape from a background.

The concept of color can be considered along with the developmental activities in the area of shape discrimination.

Teachers who work with a group in developing shape discrimination should make sure children are placed where they must rely on their own perceptions and knowledge and cannot copy.

SHAPE DISCRIMINATION VOCABULARY

- Round
- Square
- Triangle
- Rectangle
- Little
- Big
- Straight
- Curved
- Circle
- Diamond
- Oblong
- Oval
- Red
- Yellow
- Orange
- Green
- Blue
- Purple

SHAPE DISCRIMINATION ACTIVITIES

Shape discrimination activities the teacher can plan include:

1. Having children shadow practice making different geometrical shapes in the air.
2. Instructing children to perform locomotor activities around shapes taped on the floor.
3. Creating various geometrical shapes using the total class, a small group, or individuals in various positions such as standing or lying down.
4. Tracing geometrical shapes in sand, on sandpaper, while finger painting, on dot-to-dot paper.
5. Making geometrical shapes with toothpicks, pick-up sticks, clay.
6. Making shapes out of cardboard and designing tasks around the handling of these shapes.
7. Putting different sized and shaped objects in a box where children cannot see them. Instruct children to reach in and try to bring out such objects as "the small circle."
8. Following the concept in No. 7, fill a box with familiar household objects that have different shapes.
9. Making large puzzles of geometric shapes and having children assemble them.
10. Having children complete incomplete drawing of shapes and letters.
11. Instructing children to make geometric shapes with building blocks.
12. Directing children to make shapes with the pegboard and rubber bands or yarn.
13. Playing a game similar to "Concentration" using size, shape and color.
14. Utilizing tangram activities.
15. Using stretch ropes in individual or partner activities to make shapes or letters.
16. Playing relay activities which involve matching size, shape and color.
17. Cutting shapes out of a large refrigerator box. Design tasks such as, "Crawl in the circle and out the triangle."
18. Giving an individual or a group a shape or combination of shapes to reproduce in large sizes in the sandbox or with their own bodies on the lawn.
19. Making geometric shapes out of wood to use in a challenge course, for example, "Hop on your right foot around the small red triangle." Plan a sequence of activities using the challenge course.

SHAPE DISCRIMINATION INDIVIDUAL RECORD

Name ______________________________

Age _______________ Room ___________

Instructions	Performs task successfully				Performs with some success				Unable to perform			
Draw a circle.												
Draw a square.												
Draw a rectangle.												
Draw a triangle.												
Out of a group of objects, choose: - A large circle.												
- A small triangle.												
- The largest square.												
- The smallest rectangle.												
Finish drawing a circle.												
Finish drawing a square.												
Finish drawing a rectangle.												
Finish drawing a triangle.												

General comments or constraints: ______________________________

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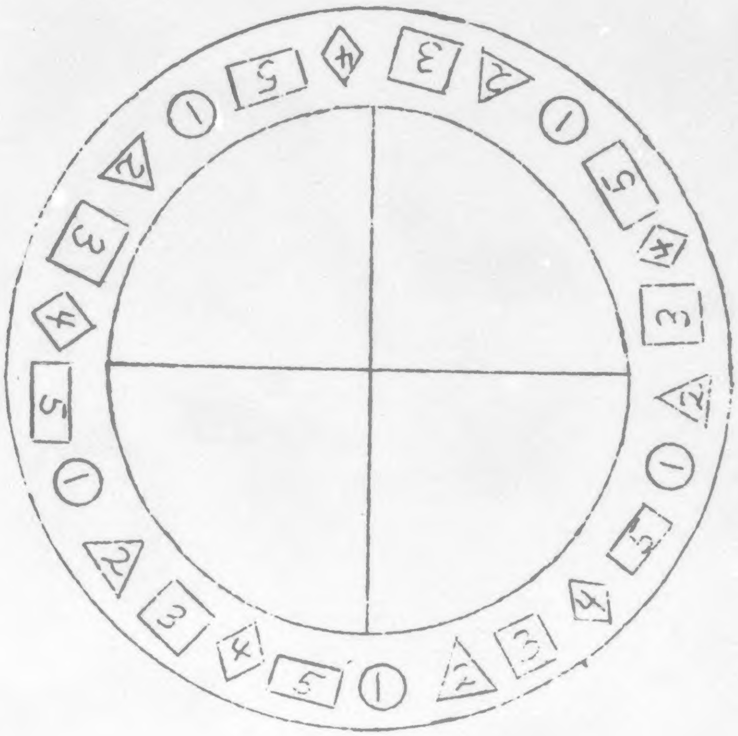
SHAPES AND NUMBERS CIRCLE



ACTIVITIES USING SHAPES AND NUMBERS CIRCLE

The following activities are only a few of the possibilities for using the shapes and numbers circle. The creative teacher can come up with a variety of others. Addition and subtraction can be easily worked in with the numbers, and there are many kicking games that may be devised using the shapes and numbers.

Space Awareness Training

1. Children are challenged to move within the confines of the inner circle (see diagram). Teacher may direct them to walk, run, hop, jump.
2. Children continually move in different directions, but must avoid touching one another.
3. On the whistle signal, each child must quickly leave the inner circle and freeze within the nearest shape.
4. As the teacher calls out the name of a shape (e.g., triangle), all children standing in a triangle resume movement within the inner circle.
5. The teacher calls out each of the shapes. Children must be able to correctly recognize the shape they are standing in.
6. Numbers may also be used along with the shapes.

Locomotor Skills

1. Children are challenged to move around the outside circle using the locomotor skill called out by the teacher (e.g., skipping, sliding, galloping, running).
2. On a whistle signal, each child must freeze in the nearest shape.
3. The teacher calls out either the name of a shape or a number, and children standing in that shape must raise their hands.
4. Instead of raising their hands, the teacher may ask them to hop or jump in place as many times as their number tells them to when their shape is called.

Ball Skills

1. Each child has a rhythm ball or tennis ball.
2. They are challenged to move in various ways around the circle carrying the ball (e.g., hopping, jumping), or they may be challenged to dribble the ball with their hands or feet.
3. On a whistle signal, they must freeze inside the nearest shape while still holding the balls in their hands.
4. As their shape is called out, they must toss and catch the balls as many times as their number tells them to, or the teacher may ask them to bounce and catch the balls, dribble, etc.
5. The teacher may wish to have children walk and dribble the balls inside the inner circle as their shapes are called out. They must explore space and maintain control over the balls.

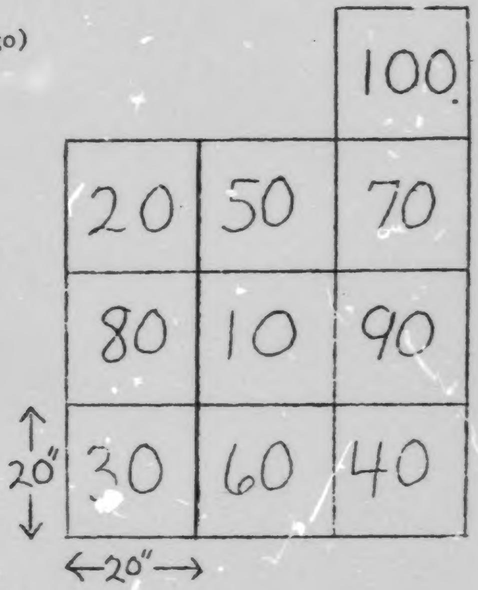
Game Activities

1. Circle Exchange Tag. One child is "It," and stands in the center of the circle. Other children are each standing inside a shape--preferably only one child in each shape. When the teacher calls out a shape or number, all children in that shape must run through the inner circle, and exchange places. If a player is tagged by "It" before getting inside a vacated shape, he becomes the new "It." Various locomotor skills may be used in place of running to add variety and skill to the game. Several times during the game, have all children rotate to a different shape.

2. Pin Throw Ball. Each pupil has a rubber ball (6" or 7") in his possession and stands inside a shape. A bowling pin is set up in the center of the circle. One child is appointed pin guard and stands near the pin to protect it. When the teacher calls out a shape, all children standing in that shape may throw or roll their ball at the pin. If a child knocks the pin down, he becomes the new pin guard, with the old pin guard taking his place in a shape. Children who throw or roll balls also retrieve balls coming in their direction across the circle. When the teacher calls "Rotate," all players should move to a different shape.

3. Steal the Bacon. An eraser or bean bag is placed in the center of the circle. Each child stands in a shape (one child to a shape). The teacher calls out a shape, and those children in the shape called attempt to retrieve the bacon and get it back to their shape without being tagged. One point is awarded for successfully retrieving the bacon. After each shape has been called at least once, the teacher should have the children rotate to a different shape.

NUMBERS JUMP (Pogo)



PURPOSE

The purposes of the numbers jump activity are to:

- Practice the locomotor skill of jumping.
- Enhance control of movement and space awareness.
- Improve numbers concept.

PLAYING RULES

1. The jumper toes the starting line (it may be any point outside the court) and takes off with both feet at once.

2. He must land in Square 10, and progress to Square 20, to Square 30, and so on through Square 100.

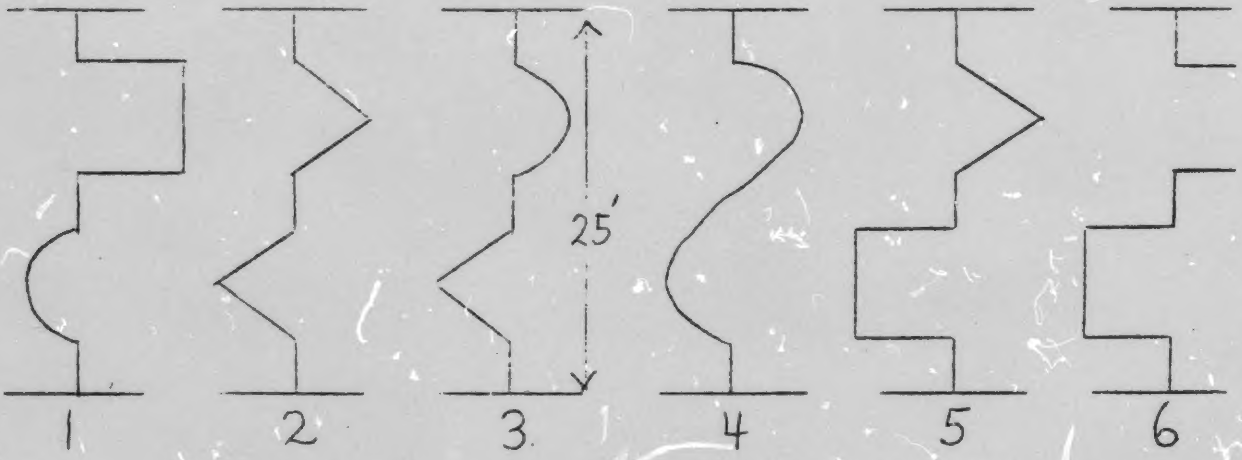
3. The jumper must make each jump without adjusting his feet. This means the player jumping must think one square ahead in order to land in the best possible position to make his next jump.

4. A player misses and must await his next turn if:

   a. He moves his feet upon any landing.
   b. He touches a court line.
   c. He touches any part of his body other than his feet to the ground.

5. The first player reaching Square 100 is the winner, or an optional method is to award one point to the player reaching the highest numbered square on each round of turns. In the optional method, the teacher can announce that the first player earning five (or ten) points is the overall winner.

MOVEMENT PATTERNS (For locomotor challenges)



PURPOSE

The purposes of the activities using the movement pattern are to:

- Motivate and help children to develop locomotor movement skills.
- Enhance control of movement and visual-motor coordination.
- Assist children in recognition of line structure for basic shapes.
- Improve children's ability to focus on a given task and carry out the teacher's verbal directions.

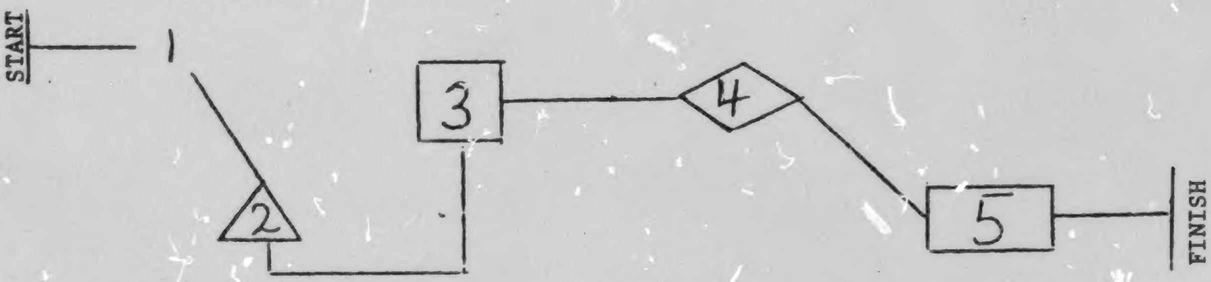
ACTIVITIES USING THE MOVEMENT PATTERN

1. Children are divided into even numbers ready to perform at each of the patterns. They are challenged to move through their pattern one at a time using various locomotor skills (e.g., walking on tip toes, hopping, jumping, sliding). The object is to stay on the line of their pattern until they arrive at the end line. After each child has had several turns to practice the skill at his assigned pattern, the groups are rotated to a new pattern.

2. The teacher now presents a new locomotor challenge (e.g., "Show me how you can skip the pattern"), and the activity continues.

3. Ball skills may also be incorporated by challenging the children to bounce and catch a ball, dribble a ball, or toss and catch a ball while traveling on the line pattern.

SHAPES AND NUMBERS CHALLENGE COURSE



PURPOSE

The purposes of activities using the shapes and numbers challenge course are to:

- Motivate and assist children in developing basic locomotor skills.
- Reinforce knowledge and recognition of shapes and numbers in a play environment.
- Enhance movement control and visual-motor coordination.
- Reinforce the academic learning skills of recall and sequencing.

ACTIVITIES USING THE SHAPES AND NUMBERS CHALLENGE COURSE

The suggestions below only scratch the surface of the countless possibilities for motivating children to think, move and learn while using the shapes and number challenge course.

1. Teacher can guide the children in "follow the leader," moving through the challenge course using various locomotor skills. When arriving at each shape she can change to a different skill. Children should also have turns being the leader. The teacher may wish to have each child call off the name of the shape as he reaches it.

2. The teacher can present movement challenge and a shape recognition problem to individual children. Examples: "Billy, can you hop on one foot to the triangle?" (or for greater challenge) "Anne, show me how you can gallop to the square and then skip to the rectangle."

3. Children can be challenged to move through the complete course using an assigned locomotor skill, or to create their own pattern of movement.

4. Children can be assigned to carry a rubber ball or jump rope as they are challenged to move through the course in various ways. At each shape they must bounce and catch the ball or jump the rope as many times as the number in the shape tells them to.

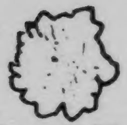
5. Actual obstacles (tires, jump standards, walking board, mats) can be placed on each shape. The children must react to these as they move through the course.

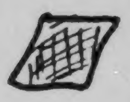
SUPPLIES FOR MOTOR DEVELOPMENT ACTIVITIES

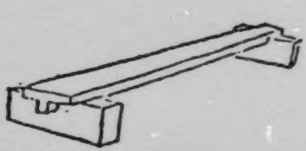
The following equipment is suggested for motor-perceptual and sensory motor training and motor development activities. Quantities of three dozen can be interpreted as meaning one for each member of the group. Three dozen items will cover most regular size classes.

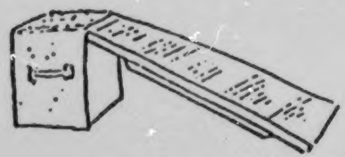
1. Bean bags or popcorn bags (3 dozen)
2. Bike tires painted different colors (Paint a few red)
3. Jump ropes (3 dozen)
4. Yarn balls (3 dozen)
5. Mat or mats (Possibly an old carpet, too)
6. Carpet sample (At least a dozen, or one for each child)
7. Tennis balls (3 dozen)
8. Rhythm balls (3 dozen)
9. Hula hoops (3 dozen)
10. Balance beams (Two levels or mini beam only, 4' long)
11. Geometric shapes (Different sizes and colors)
12. Large car tires (2)
13. Traffic cones (Tall and short; 10)
14. Plastic tube separators for golf clubs (10)
15. Jump box (Two heights; can be carpeted)
16. Jump boards
17. Balance boards (Different size bases)
18. Wands (3 dozen)
19. Height standards
20. Wooden ladder (About 6 ft. long)
21. Large cardboard box
22. Old floor tiles (Vinyl type; as many as 3 dozen)
23. Touch-and-feel box (Fill it with things like a piece of cotton, wood, rubber, plastic, sponge, netting, silk)
24. Lummi sticks
25. Pitch-back
26. Plastic bottles

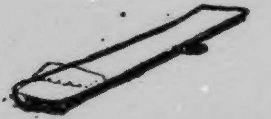
SUPPLIES FOR MOTOR DEVELOPMENT ACTIVITIES (Cont.)

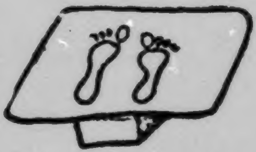

Yarn Balls

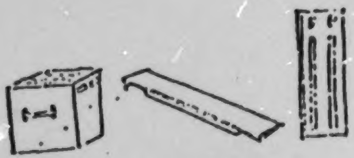

Bean Bags

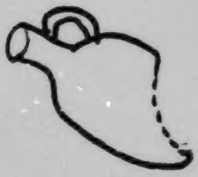

Walking Boards 4" and 2"

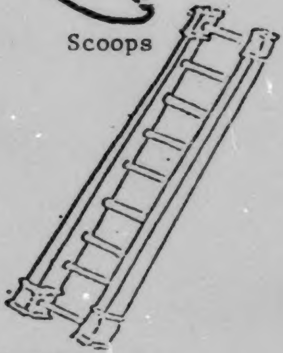


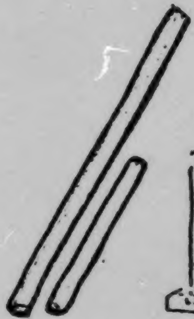

Foot Stompers


Balance Boards

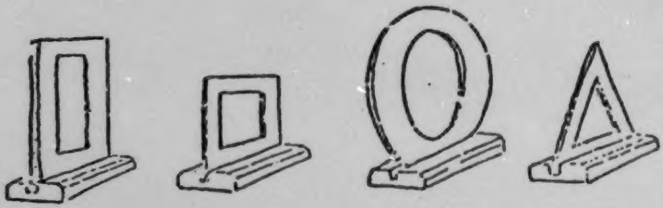

Jump Boards and
Walk-up Boards

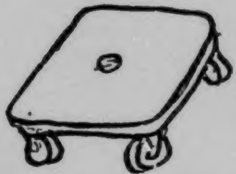

Scoops

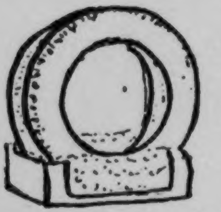

Coordination
Ladder

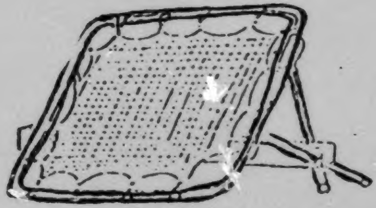

Wands and
Lumni Sticks

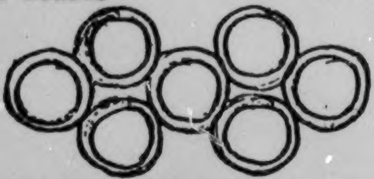
Geometric Shapes

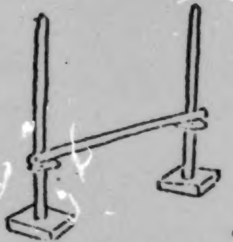


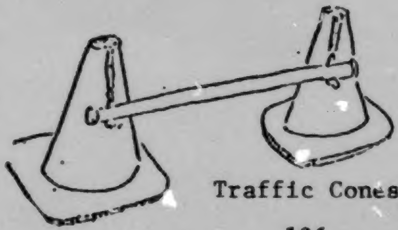

Scooter Boards


Large Tire
and support

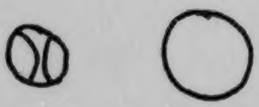

Pitch-back


Bicycle Tires and Hula Hoops


Jump Standard


Traffic Cones

Jump Ropes


Tennis Balls,
Rhythm Balls

MANIPULATIVE AIDS

Small manipulative aids provide a novel approach to the attainment of good motor and movement skills. Since pupils are individuals, have specific needs, grow at varying rates, and learn in many different ways, the teacher must meet the individual needs and capabilities of each child.

The activities in this unit are presented in progression. As the child begins to realize that he can use his own body to accomplish many types of physical activities, he feels comfortable when he is challenged to perform the activity on a higher level. The various aids enable the student to perform creative skills according to his own capabilities and imagination.

Using small manipulative aids helps to promote interest and enthusium which is essential for a lesson to be effective.

This unit includes activities using the following aids:

- Rhythm balls, page 198
- Parachute, page 206
- Bean bags and yarn balls, page 212
- Hula hoops, page 218
- Jump ropes, page 223
- Rhythm sticks and wands, page 235

RHYTHM BALLS

Our society and culture are extremely oriented to "ball" games which become increasingly prominent in many children's lives as they become older. Success in ball playing skills offers a child social esteem that will contribute to self-confidence and peer acceptance. Although the continuance of refinement in ball handling skills provides a challenge through adulthood, the interest, motivation and fundamental skills are established in early childhood.

The following suggestions will be helpful to teachers directing rhythm ball activities:

1. Establish control from the very beginning. Give a challenge to the children as they come to pick up their balls.
2. Give precise instructions as to how the pupil should hold his ball while listening to instructions.
3. Keep the tasks within the scope of the doers but keep the progression moving at a brisk pace.
4. Be sure everyone listens to the entire challenge before they begin.
5. Caution the children to be aware of others to avoid collisions.
6. Between each challenge, the ball should return at the "ready" position.
7. Teachers, too, should practice some of the activities.

RHYTHM BALL ACTIVITIES

Ball Manipulation

Initiate activities by asking:

1. Can you hold the ball on your head?
2. Can you roll it down your chest?
3. Can you roll the ball to your waist? To your knees? Down your legs to your toes? Up your right leg to the knee, hip, ribs, shoulder, right ear, back to the top of your head?
4. Can you hold the ball in both hands and step through your arms? Can you do this more than one way?
5. Can you place the ball between your knees and still jump?
6. Can you place the ball under your chin and jump?
7. Can you sit down and pick up the ball with your feet?
8. Can you stand up and pick up the ball with your feet?
9. Can you roll the ball down the left side of your body with your right hand?
10. Can you roll the ball around your body with your left hand?

Instruct children to:

11. Identify parts of the body with the ball, e.g., "Put the ball on your ankle."
12. Practice spacial relationships using the ball, e.g., "Put the ball over you, under you, behind you."
13. Change the ball from the right to the left hand, put it over the head, behind the knee, under the leg.
14. Change body level in relation to the ball, e.g., "Can you hold the ball at a high level and walk at a low level?"
15. Close the eyes, hold the ball in a specific hand or hands, and point the ball toward items in the room, e.g., "Hold the ball in your right hand and point toward the open door."

Ball Bouncing

Direct children in these activities:

1. Bounce and catch the ball.
2. Bounce with one hand. Bounce with the other hand.

3. Bounce five times in a row with the right hand. Left hand.

4. Bounce first with one hand and then the other six times.

5. Walk and bounce the ball alternating hands. (Ask: In what game do you do this?)

6. Bounce the ball as low as you can.

7. Sit and bounce the ball.

8. Lie down and bounce the ball.

9. Bounce and pass the right leg over the ball. Left leg.

10. Bounce the ball as high as you can and catch it. Be sure you are able to catch it.

11. Bounce higher.

12. Bounce the ball while kneeling.

13. Bounce the ball while moving to a standing position from a kneeling position.

14. Bounce the ball using other body parts.

15. Bounce the ball to a definite rhythmic beat (perhaps accompanied by a record).

16. Bounce the ball and stop quickly on a given signal.

17. Skip while bouncing a ball.

18. Perform other locomotor movements while bouncing a ball (hopping, jumping, galloping).

19. Bounce the ball using the palms, knuckles, fists, backs of hands.

Throwing and Catching

Direct children to:

1. Toss the ball in the air not more than three feet and catch it with both hands.

2. Toss the ball in the air a little higher and catch it with both hands.

3. Throw the ball in the air and catch it while standing. Kneeling. Feet astride. Kneeling on one knee.

4. Repeat No. 3 using only one hand at a time.

5. Toss the ball in the air and try to clap your hands before you catch it.

6. Toss the ball in the air while performing locomotor movements.
7. Throw the ball in the air and allow it to bounce once, then catch it.
8. Throw the ball in the air and allow it to bounce once. Turn around before you catch it.
9. Toss the ball from the right hand to the left hand with hands only 12" apart.
10. Widen the distance between hands as skill improves.
11. Toss the ball with the right hand under the left arm and catch it.
12. Toss the ball with the left hand under the right arm and catch it.
13. Repeat Nos. 11 and 12 using the legs.

Partners (Approximately 4-6 feet apart)

These activities should be attempted with one ball only until skills become proficient.

1. Use both hands to roll a ball to a partner.
2. Use the right hand, then the left, to roll the ball to a partner.
3. Use both hands to bounce the ball to a partner.
4. Bounce the ball to a partner using the right hand, then the left.
5. Toss a ball to a partner using the right hand, then the left. Practice this.
6. Bounce the ball three times, then toss it to a partner.
7. Work up a one-minute routine with a partner. Do not move out of the area.
8. Repeat Activities 1-7 at a distance of 10 feet apart.
9. Create ball handling activities that can be done to music. (Partners can do different things, each to 4/4 time, then, at a signal, reverse tasks.)
10. Be creative and develop routines that involve ball handling skills. Rhythm balls adapt very easily to dances such as "La Raspa" and "Pop Goes the Weasel" and lend themselves nicely to record music such as "Small World," "Mod Marches," or any other music with a distinct 4/4 or other easy-to-follow beat.

RHYTHM BALL ACTIVITIES TO MUSIC

1. Ball Passing from a Sitting Position

Formation: Children sit in a single circle, facing counter-clockwise, legs in a stride position. One ball is used for the group.

Activity: Pass the ball to the child behind, alternating on the right side then on the left.

Music: REl Childhood Rhythms, Series III (4/4 time)

2. Rolling Ball and Stretching

Formation: Partners scatter over the floor and sit facing each other about four feet apart. One ball is used for two children.

Activity: The child with the ball rolls it to his partner. The child receiving the ball raises the ball high over his head (call - roll - stretch).

Music: REl Childhood Rhythms, Series III (2/4 time)

3. Throwing and Catching the Ball While in Various Positions

Formation: Each child finds a place on the floor where he will have plenty of space for his body. Each child has a ball.

Activity: Throw the ball up and catch it while standing:

- With feet close together.
- With feet in stride position.
- While kneeling on one knee.

Throw the ball up and, before catching it, try:

- Clapping hands twice.
- Clapping hands in back of the body.
- Turning around once.

Music: REl Childhood Rhythms, Series III (2/4 time)

4. Throwing and Catching the Ball with Partner

Formation: Partners scatter over the floor, face each other, and stand about four feet apart. Partners share one ball.

Activity: Throw and catch with partners.

Music: REl Childhood Rhythms, Series III (4/4 time)

5. Bouncing and Tossing Ball with Partner

Formation: Children scatter by twos over the floor to allow for space. Partners face and stand about four feet apart. Partners share one ball.

Activity: The child with the ball bounces it once to himself, then tosses it into the air and catches it. He then bounces the ball to his partner who catches it. Partner repeats the action (bounce catch - throw catch - bounce to partner).

Music: RE5 Children's Rhythms, Series V, Record 503

6. Rolling Ball on Ground from One Side to the Other

Formation: Children stand in a stride position. Each child has a ball.

Activity: Roll the ball from one foot to the other bending the knee.

Music: RE5 Children's Rhythms, Series V, Record 505

7. Rolling the Ball from the Right Side and Catching a Rolled Ball on the Left Side

Formation: Children kneel, partners facing. Each child has a ball.

Activity: Partners roll their balls simultaneously to each other. Balls are rolled from the right side and caught on the left (roll catch - change - hold).

Music: Rec 796.3 Danish Ball Rhythms - Primary (2, Manual)

8. Bounce, Catch - Throw, Catch

Formation: Children scatter over the floor. Each child has a ball.

Activity: Bounce the ball, catch it, and toss it up and catch it.

Music: Rec 796.3 Danish Ball Rhythms - Primary (2, Manual)

9. Bounce and Catch

Formation: Children scatter over the floor. Each child has a ball.

Activity: Bounce and catch the ball to the music.

Music: "Bounce and Catch," RE2 Childhood Rhythms, Series II

10. Bounce, Bounce - Bounce, Catch

Formation: Children scatter over the floor. Each child has a ball.

Activity: Bounce the ball three times using the fingers to push it down. Catch the ball on the fourth count (bounce - bounce - bounce - hold).

Music: "Bounce, Bounce, Bounce, Hold," RE2 Childhood Rhythms, Series II

11. Do Your Own Thing

Formation: Children scatter over the floor. Each child has a ball.

Activity: Bounce the ball continuously with both hands. On the words, "Pop Goes the Weasel," change and bounce the ball with one hand. (Note: Each time the children hear "Pop Goes the Weasel" they may think of a different way to bounce the ball.)

Music: WIN A-7S3 Pop Goes the Weasel

12. Stretching with the Ball

Formation: Children scatter over the floor. Children facing the front of the room. Each child has a ball.

Activity: Holding the ball in both hands, swing the ball to the right side of the body. Swing the ball from the right side to the left side of the body making a half-circle and touching the floor. Repeat.

Holding the ball in both hands, step forward on the right foot and lift the ball high over head.

Return the ball to a position in front of the body and turn in place holding arms straight out in front of the body. Place the ball in the right hand. Hold the arm straight out to the side. Slowly raise the right arm above the head. The left arm should move up to meet the ball. Change the ball to the left hand and slowly lower the left arm. The right hand should follow the left as far as possible.

Repeat, starting the movement from the left side.

Hold the ball in front of the body. Pass the ball around the body to the right (four times). Repeat, passing the ball to the left.

Hold the ball in front of the body. Pop the ball from hand to hand (do not let the ball get too high).

Music: RE3 Childhood Rhythms, Series III (3/4 time)

13. Combination of Bounce, Catch - Bounce, Catch - Bounce, Bounce, Bounce, Catch

Formation: Children scatter over the floor. Each child has a ball.

Activity: Bounce and catch the ball twice. Then bounce the ball three times and catch. Repeat.

Music: "Bounce, Catch - Bounce, Catch - Bounce, Bounce, Bounce, Catch," RE2 Childhood Rhythms, Series II

14. Skipping While Bouncing a Ball

Formation: Children form circle, facing counter-clockwise. Each child has a ball. (Be sure there is plenty of space between the children.)

Activity: As the children skip around the room they bounce the balls with one hand and then the other. The ball is not caught. (At first some of the children may not be able to use one hand only.)

Music: RE3 Childhood Rhythms, Series III (6/8 time)

15. Bouncing the Ball While Walking in Different Directions

Formation: Children scatter over the floor. Each child has a ball.

Activity: The children move in different directions while bouncing the balls. Children change direction with phrasing of music.

Music: RE5 Children's Rhythms, Series V

16. Throwing and Catching with Two Balls

Formation: Children scatter over the floor, partners facing. Each child has a ball.

Activity: Each child throws his ball simultaneously to his partner. Children should decide before throwing the ball which one will throw the ball high and which one will throw the ball low (throw - catch).

Music: RE5 Children's Rhythms, Series V

PARACHUTE

Parachute play may be begun at any level, kindergarten through sixth grade, and inserted at any point in the physical education curriculum. It presents an exciting catalyst for movement and offers opportunities for an entire class to be continuously and vigorously involved at one time. Use of the parachute can improve pupils' physical fitness by increasing arm and shoulder strength and cardiorespiratory stimulation.

The beginning lessons are basic to the understanding and ability of the performer in relation to the parachute and are essential learning steps for all classes. There are many parachute activities suggested on the following pages.

Teachers in the field have found these techniques helpful in directing parachute activities.

1. To provide a better grip, have participants roll the edge of the chute toward the center two or three times.
2. Instruct participants to hold on to the edge of the chute at all times unless instructed to do otherwise.
3. Stress having the children look where they are going at all times.
4. Under no circumstances allow a child to be tossed up and down on the parachute.
5. Stress the working-together factor involved in the successful use of the parachute.
6. Arrange for other children to assist the class if the group is too small to operate the chute successfully.
7. Use definite commands for inflating, deflating and other operations so that all pupils respond at the same time.
8. Records to use with the parachute are Rec 371.73 Rhythmic Parachute Play and Rec 371.73 Parachute Activities with Folk Dance Music.

BASIC LOCOMOTOR MOVEMENTS WITH THE PARACHUTE

Children in the elementary schools need a variety of challenging and motivating movement experiences. The parachute, serving as a catalyst, can offer children many fun-filled opportunities for practicing and perfecting basic locomotor skills such as running, hopping, skipping and jumping. The parachute lends itself to optimum use because it allows all children to be active at once in one specific area.

Parachute activities are initiated by having children grasp the edge of the parachute at a seam and use a designated hand. The teacher has many options in directing activity, including the following:

- Circle forward in the line of direction.
- Circle backward.
- Circle forward. On a signal, change gripping hands and reverse the line of direction.
- Circle forward and, on a signal, move backward.
- Move in toward the center of the chute and back out.
- Combinations of these directions.

Locomotor skills to be stressed in parachute activities include:

- Walking
- Running
- Hopping
- Jumping
- Leaping
- Skipping
- Galloping
- Sliding

The following suggestions build on the directions and utilize locomotor skills:

1. The chute may be alternately raised and lowered as children move around the circle.
2. A merry-go-round can be created by alternating pupils' movements.
3. Simple dances can be developed incorporating basic locomotor skills, with the parachute serving as the focal point for movement.

Appropriate music adds fun and environment.

BASIC PARACHUTE EXPERIENCES

Ocean Waves

The parachute can be used to make "ocean waves" by shaking it up and down, beginning slowly and gradually increasing the tempo. The children should pull back on the chute as they shake it. To increase arm action, have the children kneel.

Tenting

The children start in a forward bend position. When the teacher says "Inflate," the children lift the chute. When the chute is inflated, the children take three steps forward.

Sunflower

The parachute is inflated and the children take three steps forward. They quickly bring the parachute down and kneel on the outside edge. All join hands, and on command lean in and out to represent a sunflower opening and closing.

Mushroom

The parachute is inflated and the children take three steps forward. They quickly bring the chute down and either sit, kneel or lie down under the parachute while holding the edge down.

Fly Away

The parachute is inflated. The children take one step forward. On command, they release the chute which remains suspended in the air a few seconds. Then they take the seams again before it reaches the ground.

Igloo

Children hold the chute in a cross-armed position (right over left). They inflate the parachute over their heads, turning to the right. Then they hide and form an igloo.

Mountain of Air

Children hold the parachute, palms down. On command they squat down as low as possible, making the parachute as flat as they can. Then they run quickly to the center, raising hands and arms over their heads to form a dome.

Horse Pull

The children stand with the parachute waist high, their backs to the chute, holding the chute with both hands. They lunge on the right foot or the left foot and pull as hard as they can using only their arms.

Ghost Town

The children stand around the parachute. They start in a forward bend position. When the teacher says "Inflate," the children lift the chute. When the chute is inflated, the children take three steps toward the center. They stand still and let the chute settle down upon them.

GAMES TO USE WITH THE PARACHUTE

Ball Shake

The class is divided into two teams and stationed on opposite sides of the parachute. The parachute is held at waist-high position. Two balls are placed on the chute. Each team tries to shake the ball off on the other team's side of the parachute. Each team receives one point for every ball it shakes off on the other's side. If a team's own ball goes off on its own side, no point is scored.

Number Exchange

The class is divided into two equal teams and stationed on opposite sides of the parachute. Every player is given a number. The parachute is inflated. A number is called. The children whose numbers are called exchange places or teams under the chute.

Number Race

The class is divided into two teams. Each team (or half of circle) counts off consecutively. The parachute is inflated. The teacher calls a number. The person on each team whose number is called must travel around the outside of the parachute and return to his place before the center touches the floor. If the child returns to his position before the chute touches the floor his team is given one point.

Get the Ball into the Center

The class is divided into two teams. The parachute is held waist high to start the game. Two plastic balls are placed on the chute. Each team attempts to get their ball into the center pocket (basket) and keep the other team from scoring. One point is awarded the team getting its ball into the pocket.

Mousetrap

Six to eight children are chosen to be the mice. The rest of the class is around the parachute. When the chute is inflated, the mice run in and out between the children holding the chute. When the teacher calls "Run across," the mice attempt to get across the circle before the children with the chute trap them. As mice are caught they are eliminated from the game and the game continues.

Steal the Bacon

A bean bag or other small object is placed under the chute at approximately the center of the canopy. The class is divided into two equal teams, and each team player is given a number. At the highest point of inflation, the teacher calls a number. The players who have that number must attempt to secure the bean bag and get back to their positions without being tagged by their opponent or letting the parachute descend upon them. A player who successfully gets back to his team position without being touched by the chute or his opponent scores one point for his team.

MOVEMENT EXPLORATION PARACHUTE ACTIVITIES

"Movement Exploration" refers to a problem solving approach in which the pupils are challenged to think and then move in many different and creative ways. The teacher asks such leading questions as "Who can...?" "Can you...?" "Show me how...." Listed below are just some of the many possibilities to explore movement.

1. How would you make waves using the parachute?
2. Can you run in a circle holding the chute extended overhead with the right hand?
3. Show me how you would hop around in a circle alternating from your right to your left foot (gripping the chute).
4. Can you grip the chute with both hands, palms down, and raise and lower the chute with arms extended?
5. How fast can you roll the canopy toward the center with the chute kept tight at all times?
6. Show me how you would raise the chute overhead, then release it, and regrasp it while it's floating in space.
7. Can you cross your arms and pull back hard on the chute while I count to six?
8. Show me how you can hold the parachute at a high level while running at a low level.
9. Can you perform sit-ups while grasping the edge of the chute? Who can do ten sit-ups?
10. Can you inflate the chute and run to your left? (Repeat to the right.)
11. Can you inflate the chute and hop three steps in and then three back out?
12. Can you show me a new activity using the parachute?
13. Can you pretend you are rowing a boat with the chute?
14. Can you grip the chute with some part of your body other than your hands?
15. Can you grip the chute using three parts of your body?
16. Pretend your knees are in cement. Now roll the parachute towards the center, stretching your body as far as it will go without moving your knees.

SPECIAL ACTIVITIES

There are many other special types of parachute activities with which teachers may wish to experiment in their physical education program. They are listed below without a detailed description. Letting the imagination take charge will certainly produce many more interesting and meaningful experiences for children.

Tumbling Activities

Mats are placed under the parachute. Members of the class hold the chute in the inflated position while other pupils perform forward rolls, backward rolls, animal stunts, and others.

Pyramids

The class is divided into teams of six. Each team tries to build a pyramid under the parachute before it comes down from an inflated position and touches them. Mats are placed under the chute for the students to perform on. Teams must be allowed time to practice their pyramids without the parachute so that each member of the team knows exactly what to do.

Self-Testing Activities

Students can be given such challenges as ball bouncing or rope jumping under the inflated chute.

Long Jump Rope

The parachute can be rolled up in the form of a long jump rope. Children can run and jump over the long "rope" and then crawl under it coming back. They can also hop and jump back and forth over the chute when it is lying on the gound like an extended rope. Many other movement patterns can be presented using the chute in this manner.

Dance Steps

Basic dance steps such as the schottische, step-hop, two-step, polka and mazurka can be practiced using the parachute as a stimulus for movement. Music will add greatly to this activity.

BEAN BAGS AND YARN BALLS

Activities using bean bags and yarn balls are excellent exploratory activities for primary children. Success in catching and throwing comes quicker than when a ball is used. All activities should be bilateral, developing both the right and left sides, and should call for the use of all parts of the body including the arms, legs, head and trunk.

There should be enough bean bags so that each child may have one for his exclusive use. Yarn balls may be utilized instead of bean bags in the suggested activities.

Teachers have contributed the following helpful suggestions for planning and directing bean bag and yarn ball activities:

1. Consider size, shape and color when making or buying bean bags.
2. Allow the children to create additional bean bag and yarn ball activities.
3. Plan an organized way in which bean bags may be passed out.
4. Establish a ready position after each activity.

BEAN BAG AND YARN BALL ACTIVITIES

Direct the children in the following activities:

1. Identify body parts with a bean bag.
2. Sit or kneel on the floor and push bean bags around their bodies.
3. Use a bean bag to identify a position in relation to the body: front, back, right side, left side, over head.
4. Toss and catch a bean bag with the right hand. Repeat with the left hand.
5. Toss a bean bag left to right, making a small arc. Increase the size of the arc. Repeat, catching with fingers, palms down.
6. Toss up a bean bag and clap the hands once before catching. Repeat with two claps.
7. Toss up bean bag. Catch on the back of the hands.
8. Toss a bean bag up, touch the floor, and catch.
9. Toss up a bean bag and turn around before catching.
10. Walk while tossing and catching a bean bag.
11. Toss a bean bag under the right leg and catch. Repeat with the left leg.
12. Standing, throw a bean bag high in the air. Lie down quickly and catch it.
13. Place a bean bag between the feet and spring to catch it with the hands.
14. Toss up a bean bag, lean forward, and catch it with the back.
15. Toss a bean bag and catch it with the right knee. Repeat with the left knee.
16. Toss a bean bag and catch it with the right foot. Repeat with the left foot.
17. Place a bean bag on the head while in a sitting position. Stand without dropping the bag.
18. Balance a bean bag on the instep before hopping.
19. Swing a leg forward and back with a bean bag balanced on the instep.
20. Toss a bean bag from the toe. Catch it. Toss it from a knee and catch.

21. Lie on the back and toss and catch a bean bag from various arm positions. Repeat, using the feet.

22. Kneel on all fours and put the bag in the small of the back. Wiggle and force the bag off the back without moving the hands and knees from their places.

23. Press a bean bag between the knees and hop.

24. Pick up a bean bag with the toes and move it to another spot (e.g., from right to left side of body).

25. Pick up a bean bag with the bare foot and toss it to a designated area.

26. Drop a bean bag from a high level and catch it before it hits the ground.

(Partner Activities)

1. Toss the bag back and forth using different types of throws: right hand, left hand, under leg, around the back.

2. Toss the bean bag to a partner with one foot, then with both feet (For one-foot toss, bag will be on arch; held between feet for two-foot toss).

3. Toss bean bag from balanced position on the head, elbow or knee.

4. Start with one partner holding two bean bags, one in each hand. Partners use both hands to toss and catch the bags.

5. Stand four or five feet apart and toss the bean bag while facing away from each other. Toss the bag overhead and catch.

BEAN BAG AND YARN BALL ACTIVITIES TO MUSIC

1. Passing Bean Bag Around Circle

Formation:	Children form a circle, all facing the center, and standing about one foot apart. Start with one bean bag.
Activity:	Pass the bean bag from child to child around the circle. Gradually add more bean bags. At a signal or when the music stops, change passing directions.
Music:	March record

2. Circle Leap

Formation:	Children form a circle. Each child has a bag.
Activity:	Each child places a bean bag on the floor in front of his feet. Children circle, leaping over each bean bag around the circle, until they return to place.
Music:	RE2 Childhood Rhythms, Series II

3. Passing Bag Around Body

Formation:	Children scatter over the floor. Each child has a bean bag.
Activity:	Children take a stride position (feet apart). Each passes the bean bag from right hand to left in front of body, and from left hand to right hand behind the body.
Music:	RE3 Childhood Rhythms, Series III

4. Tossing and Catching

Formation:	Children form a circle or scatter over the floor. Each child has a bean bag.
Activity:	Children toss up the bean bag and catch it. (Instruct children to rise on toes, look up, and reach high when tossing the bag and to let the knees give (bend) when catching.
Music:	4/4 time

5. Reversing Right and Left

Formation:	Children scatter over floor and sit with legs bent and crossed. Hands are behind the neck, the trunk is straight. Each child has a bean bag.
Activity:	Each child places his bean bag on the floor to the left of his hips. As music starts, he picks up the bean bag, puts it on the right side, and returns to his original position. Repeat in reverse.
Music:	3/4 time

6. Stretching and Bending

Formation: Children scatter over the floor. Each child has a bean bag.

Activity: Children stand in a stride position, arms sideward, bean bag in one hand.

- Count 1 - Place the bean bag on the floor without bending the knees.
- Count 2 - Stand upright and stretch arms up and outward. Reach high with the whole body.
- Count 3 - Pick up bean bag with other hand. (Again, no bending of knees.)
- Count 4 - Stand upright and stretch arms up and outward.

Music: RE2 Childhood Rhythms, Series II (4/4 time)

7. Marching with Bag on Head

Formation: Children form a line. Each child has a bean bag.

Activity: Children march with bean bags on top of their heads. (At the beginning, permit children to keep bean bags in place with help of their fingertips. Later eliminate any holding.)

Music: WIN A-7S4 All-American Promenade

8. Weaving Around Circle

Formation: Children, each with a bean bag, form a single circle facing counter-clockwise.

Activity: Each child places his bean bag on the floor in front of his feet. Children walk around the circle weaving in and out between bean bags.

Music: March music (4/4 time)

9. Passing Under Knees

Formation: Children scatter over the floor and stand with feet close together. Each child has a bean bag.

Activity: Children raise their left knees up and pass the bean bag from one hand to the other under the left knee. Return the left knee to starting position. Repeat with the opposite knee.

Music: WIN 7606 Tea for Two (2/4 time)

10. Lunging and Passing

Formation: Children scatter over the floor and stand with arms stretched sideward, each with a bean bag in his left hand.

Activity: Children lunge right foot forward and pass the bean bag under the right knee to the right hand. Return to starting position. Repeat to the opposite side. (To return from lunge position, push strongly with forward foot.)

Music: RE3 Childhood Rhythms, Series III

11. Passing Behind Back

Formation: In scattered formation, children stand with arms stretched sideways, each with a bean bag in his left hand.

Activity: Children bend the left arm behind the waist, bend the right arm over the right shoulder (with slight sidebow to left), and take the bean bag into the right hand. Return to starting position with the bean bag in the right hand. Repeat to the opposite side.

Music: 2/4 time

12. Passing Around Circle, Alternating Hands

Formation: Children sit in a single circle, stride position, facing counterclockwise. Activity starts with one bean bag for the group.

Activity: A child is given a bean bag and passes it with his left hand to the child behind. As the first bag passes around the circle, the same child starts a second bag passing, this time with the left hand. More bags are added gradually. (Make sure the child who starts the action alternates passing hands.)

Music: 2/4 time

HULA HOOPS

Hula hoops offer another approach to motor development. They can be utilized in numerous patterns of movement while working on spacial orientation activities and gross motor coordination.

Hoops can be bought commercially or made from plastic pipe (see Appendix). A diameter of 24" - 30" is satisfactory.

If hula hoops are not available, many of the activities listed in this section are suitable for use with bicycle tires.

Teachers will find the following suggestions helpful in initiating hula hoop activities:

1. Use a large area with a hard surface--cafetorium, gym, playground.
2. Use of background music may be helpful, but is not essential.
3. Try to have one hoop per student. If this is impossible, perhaps half the class can have a hoop and the other half, a jump rope.
4. Plan an organized method in which hoops can be picked up and returned. Example: Children slip hula hoops off teacher's arms.
5. Utilize a "home" site where child can go with his hoop, place it on the floor, or sit or stand in it and wait for instructions.
6. Establish a signal that all children will understand means "Stop and return to ready position."

Additional hoop activities are found on page 267 in the *Guide for Teaching Physical Education, Grades 1 and 2.*

BASIC EXPLORATION WITH HULA HOOPS

Challenges, such as those following, can be used to initiate activities:

1. How high can you stretch with the hoop held in both hands?
2. How far can you bend to the right?
3. How far can you bend to the left?
4. Can you reach down to the floor with your hoop without bending your knees?
5. Can you hold the hoop in front of you with both hands and rotate from side to side without lifting your feet off the floor?
6. Can you hold the hoop in both hands and reach high, then bend at the waist and swing the hoop to the right? Reach high again, then bend at the waist and swing the hoop by your left side?
7. Can you hold the hoop above your head and drop it so that it hits the ground without touching your body?
8. Can you balance yourself on one foot while standing in the hoop?
9. Can you balance yourself on one foot and bend over at the waist?
10. Can you balance yourself in the hoop on a body part other than your foot?
11. Can you balance on three body parts in the hoop?
12. Can you imitate an animal inside your hoop?
13. Can you put your right hand and left foot in the hoop?
14. Can you put your left elbow and right knee in the hoop?

Teachers have opportunities to be creative in developing further activities. It is important to remember that children need many opportunities to work without failing. Challenges give them the opportunity to think and move their bodies without competition or waiting until it's their turn.

HOOP MOTION SKILLS

Children should be asked to respond to the following challenges:

1. Can you spin the hoop and keep it going?
2. Can you roll it forward six feet and return to where you were?
3. Can you roll it in a circle around you to the right? To the left?
4. Can you roll it forward across the room?
5. Can you roll it to a partner?
6. Can you put a back spin on it to return to you?
7. Can you move the hoop around your:
    - Arm
    - Wrist
    - Elbow
    - Neck
    - Waist
    - Leg
    - Knees
    - Ankle
8. Can you move the hoop from one part of the body to another? For example:
    - Down--neck to knees, waist to ankles, etc.
    - Up—hips to shoulders, knees to neck, etc.

Students can also learn the concept of force and change in levels (posture) using the above motion skills. For example, challenge them by asking:

- How fast can you make the hoop go?
- How slow can you make the hoop go?
- Can you go from fast to slow and slow to fast?
- How low can you move with your body and still keep the hoop moving? (Lowest would be to lie on the back and move the hoop around the arm.)

Hoop motion skills can also be used in moving through space. Two examples are:

- Using challenges 1-6 above while moving fast or slow.
- Creating patterns individually and with partners.

STATIONARY HOOP ACTIVITIES

The following activities can be used to practice basic movement skills and, with music added, to develop a feeling for the accent beat.

Challenges

These challenges can be performed "as is" or by playing music and suggesting that the children squat or clap on the accent beat:

1. Can you walk slowly in a heel-toe manner around the inside of your hoop?
2. Can you jump in and out of your hoop?
3. Can you hop three times on your right foot inside your hoop and then three times on your left?
4. Can you alternate hopping around your hoop?
5. Can you gallop around your hoop, first one way and then the other?
6. Can you tiptoe around your hoop to the left?
7. Can you skip around your hoop to the right?
8. Can you skip in place inside your hoop?

Activities with or without Music

1. Pupils stand inside their "home" hoops and, on a signal, use various movement skills to find new homes. Each time the signal is given, children again search quickly for new homes. On a final signal, pupils must arrive back at their original homes.
2. Pupils perform various types of animal walks around their hoops such as a bear walk, kangaroo hop, or elephant walk. The hoops represent cages and, on an accent beat or command, each "animal" must jump back into his cage.
3. Pupils place hoops inside a large multipurpose game court and line up around the borders of the court. On a signal (whistle), pupils move around the edge of the court using movement skills designated by the teacher--marching, skipping, running. On the second signal, pupils must run for their "home" hoops. Children are eliminated if they contact another pupil while running "home." Music adds greatly to this activity. Children learn spacial awareness while they are practicing movement patterns to music.
4. On instructions from the teacher, pupils move across the area holding hoops in their hands while galloping, sliding, hopping, or skipping to a definite rhythm.
5. Pupils are urged to use their own creative ideas to move around the hoops after the teacher gives them a problem to solve. Children can learn to develop several movement skills into a pattern.

USING THE HOOP WITH BALL HANDLING SKILLS

1. Can you dribble a ball in your hoop using both hands?
2. Can you dribble the ball in your hoop using your right hand? Left hand?
3. Can you dribble alternating hands?
4. Can you bounce-catch the ball while walking around your hoop? (Other locomotor activities can be performed as well.)
5. Can you bounce-catch, toss-catch your ball while hopping in your hoop?
6. Can you toss the ball a little above your head and make it bounce once in your hoop?
7. Can you toss the ball a little above your head and let it bounce twice and catch it before it bounces again?

Partner Activities

1. Using the hoop and a ball, children work as partners, bouncing the ball to one another and letting it bounce once in the hoop.
2. Partners use a ball and a hoop to practice the skills of Four-Square, keeping the ball continuously moving.
3. As the skills progress, partners experiment using two balls and two hoops, then two balls and one hoop.
4. One partner holds a hoop while the other practices throwing through the hoop for accuracy. The distance is increased as the skill progresses. (This activity can be set up by stringing a hoop or hoops between volley ball standards with a jump rope.)

JUMP ROPES

Jump ropes provide a versatile tool for numerous physical education activities. They are inexpensive and lend themselves to creativity as the skills progress. The progressive activities are easy to follow.

The jump rope can be used as a straight edge for beginning balance beam activities, for practicing spacial orientation activities, for exercising, and, of course, for rope skipping.

Rope skipping is a superb total body activity. It increases rhythm coordination and timing. It can develop the cardiorespiratory system as well as work on speed and endurance.

Because rope skipping is a learned activity, there will be many different levels of development within a group. If long ropes are the only ropes available, children should be grouped according to their ability. If short ropes, or individual ropes are utilized, all can work simultaneously at their own level of progression.

The following suggestions will be helpful in planning and directing jump rope activities:

1. Individual jump ropes can be cut to a length of 9 feet. This usually covers the range of the elementary child. Small children can wrap the ends around their hands.
2. Rope skipping can be performed successfully to music. Any record with a steady tempo of 120-150 beats per minute will suffice for beginning instruction.
3. Many excellent films and records which can be ordered through IMC will help supplement instruction in this area. See Appendix.
4. Additional jump ropes activities can be found in Jump Rope Units I and II in the *Guide for Teaching Physical Education, Grades 1 and 2*, and in the Appendix of both guides for Grades 3-4 and 5-6.

JUMP ROPE ACTIVITIES

In addition to being good lead-up activities to actually jumping a rope in a rhythmic manner, the activities on the following pages unquestionably increase rhythm, agility and strength. The child is faced with many neurological organizations ranging from quite simple to complex.

The activities are also designed to help each child develop a knowledge of right and left or laterality. The child is placed in any number of different positions for movement on or near the ropes so that differentiating left from right requires a constant thinking process. The teacher should verbalize constantly to the children in regard to left and right and should require the children to verbalize constantly as to whether they are involving their left or right.

Many children who have difficulty with the various animal movements which are basic to creeping and crawling will need assistance. It may be necessary for the teacher to actually lift the correct leg or arm for them.

EXERCISES WITH ROPES

1. Static Arm Curl

Starting position: Standing in an erect position with his feet hip-distance apart, the performer stands on the loop of a rope holding an end of the rope tautly in each hand. His upper arms are perpendicular to, and his forearms parallel with, the floor.

Exercise: The performer pulls upward on the rope with his hands.

2. Raise with Back

Starting position: With his legs straight and his feet hip-distance apart, the performer stands on the loop of a rope. He bends forward at the waist until his trunk is at a 110° angle with the floor. He holds the ends of the rope in his hands with his upper arms at his sides and his forearms parallel with the floor.

Exercise: Using the muscles of his back, he pulls upward on the rope, while maintaining his arms in a flexed position.

3. Triceps Press

Starting position: Grasping the rope in both hands, the standing performer places his right upper arm against the side of his head and flexes the arm so that his right hand is just above his right shoulder. The left arm is alongside the left side of his body and is flexed so that his left hand is near the small of his back. The rope is stretched taut.

Exercise: He attempts to extend both arms by trying to raise the right hand and lower the left hand. He repeats the exercise, changing the position and action of the arms.

Variation: This exercise may also be performed from a sitting or a prone position.

4. Archer's Exercise

Starting position: The performer stands with a rope held in his hands. His arms are in the position of an archer drawing a bow--that is, his left forearm is partially extended and his right arm is so flexed that his right hand is under his chin.

Exercise: He attempts to move his hands away from each other. He then reverses the position of his arms and repeats the exercise.

Variation: This exercise may be performed from a sitting position.

5. Forward Raise

Starting position: The standing performer positions the rope to pass behind and under his buttocks. He holds the rope in his hands so that his arms are straight and parallel with the floor.

Exercise: He attempts to raise his extended arms.

Variation: The hands may be positioned higher or lower than indicated in the above directions. This exercise may be performed while in a sitting position.

6. Sideward Raise

Starting position: The performer either stands on the loop of a rope or places it under his buttocks. With his arms straight, he holds the rope in his hands so that his arms are extended to either side and are parallel with the floor.

Exercise: He attempts to raise his extended arms.

Variation: This exercise may be performed with the arms above or below shoulder level and while in a sitting position.

7. Shoulder Shrug With Rope

Starting position: With his feet spread shoulder-width apart and his arms extended at his sides, the performer stands on a loop of rope and holds one end in each hand.

Exercise: Perform shoulder shrugs.

8. Horizontal Arm Press

Starting position: The standing performer loops a rope around his back and grasps one end in each hand. His forearms are perpendicular to his upper arms and his hands are in line with his shoulders.

Exercise: He attempts to extend his arms by moving his hands forward.

Variation: The distance of the hands from the shoulders may be varied by varying the positions of the arms from one in which the hands practically touch the shoulders to one in which the arms are almost straight. This exercise can also be done from a sitting or a supine position.

9. Bent-Over Raise to the Rear

Starting position: With his feet spread hip-distance apart, the performer stands on the loop of a rope. He bends forward at the waist and moves the rope behind him until both his arms and body are parallel to the floor and the rope is taut. He grasps one end of the rope in each hand.

Exercise: Keeping his arms straight and his hands behind his buttocks, he attempts to raise his hands.

10. Bent-Over Raise to the Side

Starting position: With his feet hip-distance apart, the performer stands on the loop of a rope. He bends forward at the waist and grasps one end of the rope in either hand at a height about two feet above his feet. He moves his extended arms sideward until the rope becomes taut.

Exercise: Keeping his arms straight, he attempts to raise his arms sideward.

USING ROPES FOR EARLY MOTOR DEVELOPMENT ACTIVITIES

To begin these activities, have each child stretch his rope on the floor parallel to his standing position. Direct pupils to:

1. Stand behind the rope at the middle and then move to the left end of the rope.

2. Straddle the rope and walk its length, first forward and then backward.

3. Walk beside the rope on the right side. Step over the rope and walk backward on the left side.

4. With feet straddling the rope, hop down and back without turning around.

5. Stand at the right of the rope and hop down with both feet together. Jump across the rope and hop backward on the left side of the rope.

*6. Stand to the right of the rope and hop down on the right foot. Jump across the rope and hop back on the left foot.

7. Stand at the left end of the rope, feet straddling. Walk down the rope, criss-crossing the left leg over the right leg and the right leg over the left leg. Then, without turning around, criss-cross legs backward to starting position.

8. Stand at the left end of the rope, feet together, on the right side. Jump back and forth, right to left and left to right, down the rope and back again.

*9. Stand at the left end of the rope, feet together, on the right side. Balance on the right foot and hop right to left and left to right down the rope and back again.

10. Straddle the rope with both feet, then jump into the air and cross the left foot over the right foot so that the feet continue to straddle the rope only now in a crossed position. Jump again and uncross feet, straddling the rope upon landing. Continue this down the rope and back.

11. Stand at the right of the rope at the left end. Turn and face the rope. With both feet together, jump over the rope and back again, moving from left to right down the rope and back again.

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* This pattern can be changed many times using various combinations of left and right.

*12. Stand at the right of the rope at the left end. Turn and face the rope. Then hop over the rope and back on the right foot moving from left to right down the rope and back again.

13. Straddle the rope in bear walk position and walk down and back moving the opposite hand and foot.

14. Straddle the rope in bear walk position and walk down and back moving the left hand and left foot only and then the right hand and right foot only.

15. Straddle the rope in bear walk position. Walk down and back moving both hands first, then both feet. (All of the bear walks should be performed on mats or rugs so that the children can go on their hands and knees as well as on hands and feet.)

16. Straddle the rope in crab walk position. Walk down and back moving the opposite hand and foot.

17. Straddle the rope in crab walk position. Walk down and back moving the left hand and left foot, then the right hand and right foot.

18. Straddle the rope in crab walk position. Walk down and back moving both hands first, then both feet.

19. Straddle the rope in bear walk position. Walk down and back criss-crossing the left hand over the right hand and the right hand over the left hand.

20. Straddle the rope in bear walk position. Walk down and back criss-crossing the left foot over the right foot and the right foot over the left foot.

21. Repeat both of the above activities in the crab walk position.

22. Straddle the rope in the bear walk position. Walk down and back criss-crossing both the feet and the hands at the same time.

23. Repeat No. 22 in the crab walk position.

24. Place both hands on one side of the rope then both feet on the other side. Move sideways left to right in the bear walk position, then come back moving right to left.

25. Repeat No. 24 in the crab walk position.

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* This pattern can be changed many times using various combinations of left and right.

DEVELOPING ACADEMIC SKILLS WITH ROPE ACTIVITIES

For the creative teacher, the activities below will only open the door to the many possibilities of working with letters and numbers using ropes.

1. Ask children to form letters with their ropes such as the small "c." Ask them to stand at the base of their rope and decide if the open end points to their left or right.
2. Ask the children to form the small "b" with the rope. Ask if the loop at the bottom of the letter faces to their left or right.
3. Repeat Activity 2 with the small letter "d."
4. Ask the children to form letters such as small "q" and small "p." Again ask them if the letter faces to their left or right.
5. If the child has two ropes, many of the letters in the English alphabet can be formed.
6. Ask children to form numbers such as "2" with their ropes. Ask them to stand at the foot of their rope and decide whether the open end faces to the left or right.
7. Numbers such as 6 or 9 are also good numbers to try. Numbers like 5 and 8 can be used if the child has two ropes.

As a variation to Activities 5 and 6, the child can be asked to walk, jump or hop, the length of the rope while it forms the letter or number. This increases the child's chance of achieving a knowledge of left and right and basic directionality.

BEGINNING JUMPING

The following activities are good lead-ups to actually jumping a rope in a rhythmic manner:

1. Ask the child to hold the rope just in front of his feet and then jump over it with both feet together. Then ask him to jump back over the rope.
2. Ask the child to hold the rope just in front of his feet and then hop over it with his left foot. Then ask him to hop back over the rope. Repeat with the right foot.
3. Ask the child to hold the rope just in front of his feet. Then ask him to swing the rope two or three feet to the front, then swing it back and jump over it with both feet together. Repeat with the left and right feet.
4. Ask the child to hold the rope behind his heels in the starting position to jump rope. Ask him to swing it over his head to the front of his feet and jump once only.
5. Repeat Activity 4 with two jumps, then three, four, five and so on. (Children having trouble getting both feet off the ground will have to go back to activities that put stress on this. Children making only one or two jumps before missing should work on jumping to a teacher's count or cadence. The use of a drum is helpful. Try to have the children jumping or bouncing in time to a slow accent beat, then gradually increase the tempo.)

PROGRESSION OF BASIC TEMPOS AND STEPS

Tempo Progression

The following three rhythms can be used with the rope swinging forward or backward:

1. Slow time. The rope is rotating slowly and passes under the feet on every other beat. The feet also move slowly since there is a rebound between each jump.
2. Fast time. The rope is turned every beat and the jump is performed when the rope passes under the feet (fast rope, fast feet).
3. Double time. In double time the rope is turned at the same speed as in slow time, but rather than taking a rebound, the performer executes another jump or step (fast feet, slow time).

Step Progression

All the basic steps below can be performed to a slow, fast or double-time rhythm. The steps can also be done while turning the rope backward.

After pupils master all the steps in the different rhythms, routines may be devised combining the different steps and rhythms.

1. Two-foot basic step. With the feet together, jump over the rope as it passes under the feet and take a preparatory rebound while the rope is overhead.
2. Alternate-foot basic step. As the rope passes under the feet, the weight is shifted alternately from one foot to the other, raising the unweighted foot in a running position.
3. Swing step forward. This is the same as the alternate-foot basic step except that the free leg swings forward.
4. Swing step sideward. This is the same as the swing step forward except that the leg is swung to the side.
5. Rocker step. One leg is always forward in a stride position. As the rope passes under the feet, the weight is shifted from the back to the front. The rebound is taken on the front foot when the rope is overhead.
6. Forward and backward. Start in stride position. As the rope passes overhead, reverse feet.
7. Cross legs sideward. As the rope passes under the feet, spread the legs in a straddle position. Take the rebound in this position. As the rope passes the second time, jump up and cross the right foot over the left foot. Repeat this with the left foot and continue to alternate.
8. Toe touch forward. As the rope passes under the feet, swing the right foot forward. Alternate, landing on the right foot and touching the left toe forward.

9. Toe touch backward. This is the same as the above step, except that the toe is put in a backward position.

10. Shuffle step. As the rope passes under the feet, push off with the right foot, side stepping to the left. Land with the weight on the left foot and touch the right toe beside the left heel. Repeat with the opposite foot.

11. Heel-toe. As the rope passes under the feet, jump with the weight landing on the right foot and touch the left heel forward. On the next turn, jump landing on the same foot and touch the left toe beside the right heel.

12. Heel click. Do two or three swing steps sideward in preparation for the heel click. When the right foot swings sideward, instead of performing a hop or rebound when the rope is above the head, raise the left foot to click the heel of the right foot. Repeat on the left side.

13. Three-step tap. As the rope passes under the feet, push off with the right foot and land on the left. While the rope is turning overhead, brush the sole of the right foot forward and backward.

14. Crossing arms forward. When the rope is above the head starting the downward swing, bring the right arm over the left and repeat.

15. Double turn of the rope. Do a few basic steps in preparation for the double turn. As the rope approaches the feet, give an extremely hard flip of the rope from the wrists. Jump six to eight inches into the air and allow the rope to pass under the feet twice before landing.

ROPE JUMPING ACTIVITIES (Long Rope)

Long rope activities are performed with the rope swinging in a pendulum motion (Rock the Cradle) or making complete turns. A child who misses usually takes the place of one of the turners.

Rock the Cradle

The child stands beside the rope as it is swung back and forth, without making a complete revolution, to the rhythm of an appropriate song or rhyme. The child jumps until the conclusion of the rhyme or until he misses. Games include:

1. Follow the Leader (Chase the Fox).
2. Team. Team members run in one at a time until all are in, then run out one at a time until all are out.
3. Partners. Two at a time run in. (Variations, three at a time, then four, etc.)
4. Calling In. The jumper goes in and, on his first jump, calls another in by name. The first jumper jumps one to five times with the one called in and then goes out. The second jumper calls in another, etc.

Plain Jumps with Full Turns

At first allow the child to start by standing beside a stationary rope. As soon as he is able, have him run in while the rope is in motion.

- Run in "front door" (rope turning towards the runner at the height of its swing). A preliminary learning step to running in is to allow the child to run under the rope as it turns toward him.
- Run in "back door" (rope turning away from the runner at the height of its swing).

The child can run in using various steps--hop, jump, step-hop, run, run with rocking motion. Games with the long rope making full turns include:

1. Player runs in. Turners repeat "salt," "pepper," "mustard," "cider," "vinegar." On "vinegar," the tempo is increased.
2. Building a House or High Water. All take a turn running in. After all children have had a turn, the rope is raised two to three inches. The rope is raised higher and higher until all have missed. (Variation, Running Through School. One goes in and calls "First grade," "Second grade," etc. The rope is raised higher on each grade and jump.)
3. Over the River. Players run through the rope without jumping.
4. Hot Peas. Players run in, jump a set number of jumps, then spell and jump to H-O-T P-E-A-S, and see which one can jump the greatest number of speed jumps after "Hot Peas."

Long Rope Specialties

In addition to the games described above, jumpers can perform the following specialties with a turning rope:

1. Begging. Two jumpers run in side by side. They change places without breaking jumps. One player says, "Give me bread and butter." The other answers, "Try my next door neighbor." The game continues until one misses.

2. Winding the Clock. The jumper counts to 12, turning half-way around on each count.

3. Drop the Handkerchief. The jumper runs in, drops a handkerchief, and picks it up. Five jumps are used for each part.

4. Visiting. The player runs in at the middle of the rope. Using a jump or step-hop, he jumps his way to one end, turns, works his way to the other end, turns, and jumps back to the center. (It is suggested that the jumper use five jumps for each half of the rope.)

Long Rope Specialities for Two

In addition to any of the specialities suggested for one jumper, two jumpers can perform the following specialities:

1. The turners swing the rope pendulum style. Each in turn jumps inside until, after continued jumping, they are standing side by side.

2. Turners swing the rope in full circles. Two jumpers start at opposite ends of the rope and each, in turn, jumps inside. They progress toward each other until they are jumping side by side.

ROPE JUMPING ACTIVITIES (Individual Rope)

Plain Jumps with Individual Rope

Basic jumps with an individual rope include the following:

1. Double Jump. The child jumps twice in place for each forward turn of the rope.
2. Run. The child takes one step in place for each forward turn of the rope, alternating feet.
3. Single Hop. The child makes a single hop on one foot for each turn of the rope. (Start with five hops on one foot, then five hops on the other foot and increase the number of hops as the child progresses.)

Specialties with Individual Rope

Individual rope specialities can be performed first in place, then moving:

1. Using various steps, jump rope backward.
2. Using various steps, alternate one regular arm swing with one cross-arm swing forward and backward.
3. Using various steps, start with a regular arm swing and then use the cross-arm swing repeatedly forward and backward.
4. Two jumpers face. One swings the rope while the other starts jumping from a stationary position or runs in. The jumpers can use various steps suggested for the single jumper or jump to a rhyme.

ROPE JUMPING RELAYS

Relays can be played using selected types of jumping forms. A few relay suggestions are:

1. Single Rope. Teams form lines. Each team has one individual rope. The first player in each line uses the rope to jump to a designated base and back. The rope is then passed to the second in line, and so on. (It might be desirable to specify the number of steps which may be taken.)
2. Single Rope. This relay is basically the same as Relay 1. Obstacles are placed in the pathway and participants must jump around them enroute.
3. Four Relay Lines. Four single ropes are placed on a line 25 feet away. Contestants on each relay team run to the line, pick up a rope, jump five (or any number) times, drop the rope, and run back to place. If a team member misses, he must repeat his jumps.
4. Long Ropes (one for each relay line). Each team member runs in, does a specified trick, and runs out the opposite side. This relay may be scored by totaling the number for each team who executes the event correctly.

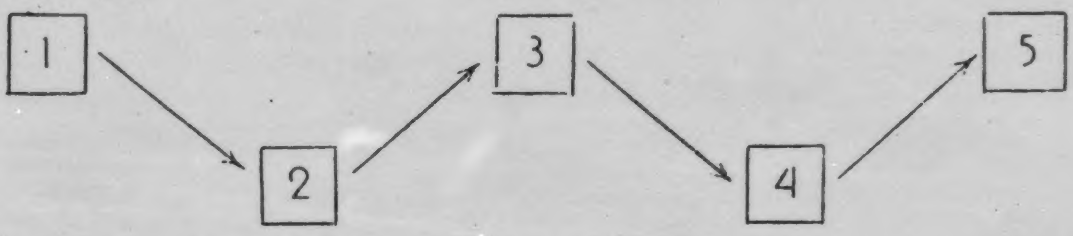
ROPE JUMPING GAME (Skip Rope Golf)

In Skip Rope Golf, the jumper uses an individual rope to progress through a series of evenly spaced squares or circles (illustrated below) in a minimum number of rope turns. Five to nine squares or circles may be used. This game may be used for both team and individual competition.

Rules

1. The jumper must start in Square 1, complete a set number of rope turns (3 to 5), and then attempt to reach Square 2 with a minimum number of rope turns. If the player reaches Square 2, he must jump the same number of times as in Square 1 before proceeding to Square 3. This procedure is continued until all squares have been visited. The final score is based upon the number of jumps taken between all of the squares, not on the number of jumps taken while standing in a square. The jumper with the lowest score for the course is the winner.

2. In case of a miss between squares, the jumper must return to the square he just left and begin again. The number of turns taken prior to the miss must be added to the final score between that pair of squares. A miss which occurs while in a square is not held against the jumper. The jumper must leave a square after the agreed-upon number of jumps have been made.



ROPE JUMPING CONTESTS

The following contests can be planned:

1. Select an event and have each pupil jump in turn until a miss. The one jumping longest, or reaching an agreed-upon number of jumps, wins.

2. Select five events and have five ropes swinging. Each pupil goes from rope to rope and competes until a miss occurs.

3. Select two teams and have each team member always competing, but count all misses. The team with the lowest score wins.

4. Arrange competition as above with teams of two partners only, or by teams representing classrooms in the school.

RHYTHM STICKS AND WANDS

Wands and rhythm sticks can provide a valuable addition to any program regardless of the grade level. The sticks are often referred to as "Lumni Sticks" which is a rhythm game played by moving sticks through various patterns in time to a chant. The "Lumni Sticks" rhythm game, however, is just one of many ways to use the sticks to improve the physical coordination of students. Wands and rhythm sticks can be used to provide students with a wide range of challenges.

The following suggestions will be helpful in planning rhythm stick and wand activities:

1. Start by having each pupil work with only one stick before progressing to two sticks.
2. Start with simple basic tasks and progress to activities requiring increasing amounts of dexterity and coordination.
3. Involvement of all pupils in the lesson is the key to success. Enough sticks or wands should be available for each pupil to have one or two depending on the tasks presented.
4. Pupils should work individually at first. Gradually introduce partner activities, and then small-group activities.
5. Establish an organized way of handing out the sticks or wands.

ACTIVITIES USING ONE STICK

Finger Dexterity Activities

Instruct children to:

1. Move the stick around in a circular motion using the finger tips. Repeat in the opposite direction using the other hand.
2. Hold the stick vertically and move the fingers up and down the stick. Repeat with the other hand.
3. Spin the stick on the floor. Try both directions. Repeat with the other hand.

Hand Eye Reaction Activities

Instruct children to:

1. Toss the stick from hand to hand. Try to track the stick with the eyes without moving the head.
2. Flip the stick in the air, turning it over one time only. Catch the stick using the same hand. Repeat with the other hand.
3. Flip the stick in the air, turning it over two times before catching. Repeat with the other hand.
4. Hold the stick horizontally in front of the body at eye level with one hand at each end. Release it and catch with one hand before it hits the floor. Alternate hands when attempting to catch the stick.
5. Hold the stick horizontally in front of the body at eye level using just one hand. Release the stick and catch it with the same hand before it hits the floor.
6. From a sitting position, hold the stick vertically, bounce it on the floor, and catch it. Repeat with the other hand.

Agility Activities

Instruct children to:

1. Pass the stick around the body exchanging hands. Quickly change directions on a given signal.
2. Pass the stick around the knees exchanging hands. Quickly change directions on a given signal. Repeat using the ankles.
3. Pass the stick in and out the legs in a Figure 8 pattern. Quickly change directions on a given signal.
4. Hold the stick horizontally in front of body with one hand at each end. Without releasing the ends, quickly step over the stick with each foot. Reverse the procedure by stepping back to the starting position.

Balance Activities

Instruct children to:

1. Balance the stick horizontally on four fingers, then three fingers, two fingers, and one finger.
2. Balance the stick on other body parts. Start at the top of the head, then go to forehead, nose, chin, shoulder, knee, foot.
3. Balance the stick vertically on the palm, then on fingers. Try the other hand.
4. Balance the stick on various body parts and walk forward, backward, sideward.

Stick Tapping Activities

Instruct children to:

1. After a leader taps out a sound pattern, try to repeat the same pattern. (Good auditory training.)
2. Hold the stick, tap an end on the floor, then flip the stick in the air one turn and catch it using the same hand. Try using the other hand. Progress to two taps and a flip, etc.
3. Hold the stick, tap an end on the floor, flip the stick in the air, catch it, and tap the other end on the floor. Try the other hand. Progress to two taps, etc.
4. Perform Activities 2 and 3 alternating hands and using an easy toss when exchanging hands. Try to keep up a definite rhythmic beat.
5. Tap end of the stick on different areas of the floor--right side, left side, near body, away from body.
6. Tap different body parts using a definite beat.

ACTIVITIES USING TWO STICKS

Finger Dexterity Activities

Give the children one rhythm stick for each hand. Instruct them to perform the same finger dexterity activities described for use with only one hand. Bilaterality is promoted when both the pupil's hands are active at the same time.

Hand-Eye Reaction Activities

Have pupils perform the same hand-eye reaction activities described for use with only one stick (except for Activity 5). Both hands are now active at the same time (bilateral movements). In addition to these activities the following challenges are fun to try:

1. Hammer and Nail Task. Hold one stick which is the hammer and the other stick which represents the nail. Use the hammer to hit the nail down through a hole formed by cupping the hand. Try hammering with the opposite hand.
2. Perform the Hammer and Nail Task with the eyes closed. (Tactile and kinesthetic senses now play primary role.)
3. Hold both sticks horizontally in front of the body and hit the ends together. Try alternating ends of sticks when hitting together (palms down, palms up, etc.).
4. Perform Task 3 with the eyes closed.

Agility Activities

Have pupils set both sticks on the floor in front of the body and take a kneeling position. Instruct them to:

1. Pick up one stick and begin passing it around the body. Set it down in front of the body and perform the same movement with the other stick. See how fast the task can be performed. Quickly change directions on a given signal.
2. Perform Task 1 with the eyes closed.

Balance Activities

Instruct children to:

1. Balance one stick on each shoulder and walk in various patterns. Try other body parts such as back of hands, wrists, ears.
2. Balance both sticks on the floor at the same time. Walk Figure 8 pattern around and between the sticks without knocking them over.
3. Make a "T" by balancing one stick on the floor and placing the other stick in a balance position on top of it. Now remove the top stick of the "T" without knocking down the bottom stick.
4. Hold one stick vertically in the hand and attempt to balance the other stick on top of it. (Sticks are placed end to end.)

Stick Tapping Activities

Instruct children to:

1. After a leader taps out a sound pattern using both sticks at the same time or alternating sticks, try to repeat same pattern.
2. Tap sticks on the floor in front, then click them together. Repeat this pattern continually with a regular rhythmic beat.
3. Tap sticks on the floor in front, click them together, then flip them over and catch. Repeat this pattern continually with a rhythmic beat.
4. Tap sticks on floor in front, click them together, flip them over and catch, then tap the bottom ends of the sticks down on the floor. (Cues are front, together, flip, down.) Repeat the pattern continually with a rhythmic beat.
5. Add a side tap to the pattern in Activity 4. (This is the same as a front tap except that the arms go out to the sides. Cues are front, together, flip, down, side.)
6. Add a cross tap to the pattern in Activity 5. (Forearms cross in front of body, tap sticks to floor.) Older pupils may be provided an additional challenge to this pattern by adding a flip and catch with arms still in crossed position.

Partner Activities

Instruct children to:

1. Sit facing each other. Tap your own sticks together two times, then pass your left-hand stick to your right hand, pass right-hand stick to partner.
2. Tap your own sticks vertically to the floor two times, then vertically to partner's sticks two times. Repeat using horizontal taps.
3. Tap your own sticks together twice then toss the right-hand stick across to your partner for a change. Repeat with the left hand.
4. Try rolling the sticks to each other.
5. Try a flip-over toss to partner.
6. Play "Simon Says" with your partner.

ACTIVITIES WITH WANDS

When working with wands, provide one wand per pupil and space children a safe distance apart.

Many single-stick rhythm stick activities can be performed with wands. The following are supplemental activities.

Instruct children to:

1. Hold the wand, sit down cross-legged, and get up.
2. Balance the wand with the left hand and walk, kneel, lie down, get up. Repeat with the right hand.
3. Pretend the wand is a variety of things (a baseball bat, a saw to cut wood, a flag, a paddle for a canoe) and show how to use it.
4. Hold on to both ends of the wand and move it around the body.
5. Balance the wand on body parts (fingers, horizontal arm, chin, nose, foot, hand).
6. Balance the wand on the floor. Run around it before it falls to the floor.
7. Hold the wand vertically and toss it to a partner.

Try wands for a balance relay.

STUNTS, TUMBLING AND APPARATUS ACTIVITIES

Stunts and tumbling activities have special values in the area of physical fitness. No other single activity comes as close to achieving all the objectives of fitness. In varying degrees, tumbling develops strength, power, flexibility, balance, timing, coordination, stamina, grace and kinesthetic sense. One important characteristic of stunts and tumbling experiences is that a child is able to gain personal satisfaction as he progresses from simple stunts to more complex tumbling activities.

Apparatus play involves specific activities on the jungle gym, horizontal bars, pole, and horizontal ladder. It makes a unique contribution to physical development by strengthening muscles and improving coordination.

The following instructional techniques will be helpful to teachers in planning and directing activities in this section.

1. To be successful, progression and spotting are a must.
2. Several short tumbling periods are apt to yield much better results than one long period each week.
3. The introduction of progressively more difficult stunts should be gradual.
4. Begin each lesson with short warm-up exercises.
5. Remember that all children are different. Each will progress at a different rate and each will get something different out of his tumbling experiences.
6. Have a capable child demonstrate the proper way of executing an activity.
7. Utilize bulletin boards to stimulate interest in stunts and tumbling (elephant walk, seal walk, crab walk).
8. Insist on strict discipline while teaching apparatus activities.

STUNTS AND TUMBLING ACTIVITIES

SAFETY RULES FOR STUNTS AND TUMBLING

The tumbler on the mat needs the teacher's undivided attention. It is a simple case of good manners for the others to avoid distracting either the tumbler or the teacher. Injuries can occur very quickly because of distraction.

SAFETY RULES FOR THE TEACHER

1. Have no practice sessions without a teacher or trained spotter present and helping.

2. Develop skill in spotting. It is more important for a teacher to develop this skill than to be an adept performer of the activities being presented.

3. When children, regardless of grade placement, have had no previous instruction in stunts, begin with activities for the primary grades.

4. Encourage children to protect others as well as themselves.

5. Remember that adolescent girls increase in weight around the hips and the center of gravity is lower in the trunk than previously; therefore, a re-emphasis on the mastery of basic skills is essential.

6. Be sure mats are far enough from the walls and other obstructions to avoid accidents.

SAFETY RULES FOR CHILDREN

1. Always use mats or obstacle-free lawn area.

2. When using two or more mats, check to see they remain together.

3. Be sure area is clear of persons or objects before attempting stunts.

4. Master the rolls thoroughly since they are basic to all inverted stunts.

5. Always complete the stunt once it has been started.

6. Avoid laughter or unnecessary noise. This may disturb or interfere with the performer. In addition, much can be learned by attentively observing the successes and mistakes of others.

7. Have children remove all combs, necklaces, I.D., sweaters and shoes when tumbling.

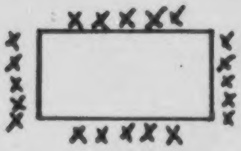
8. No glasses may be worn while tumbling.

SPOTTING TECHNIQUES

- The "Buddie" system should be utilized. Partners should be approximately the same size and weight.
- Good spotting must be taught when demonstrating spotting. Use a child who is not particularly skilled for the stunt. The class can see the spotting procedure and also become aware of the possibility that they might all be able to do the stunt.

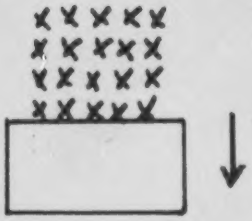
CLASS ORGANIZATION FOR STUNTS AND TUMBLING

Stunts can often be done with the total class in a large circle, working in towards the center and then back out. If the lawn area is free from obstacles it makes an excellent area for stunts.



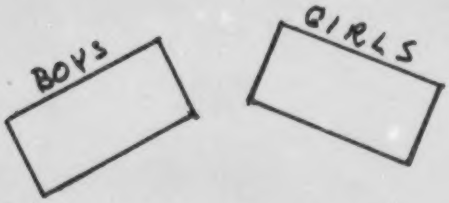
When only one mat is available...

Organize children in squads and situate them around the mat. Have one squad work at a time on the mat. Many stunts and activities can be done across the mat allowing many more children to work at one time.



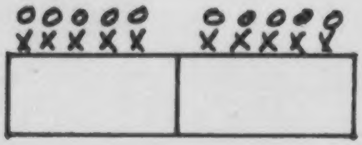
or

Have children in squads located in rows facing the mat. After the first squad performs, the children go to the last row.



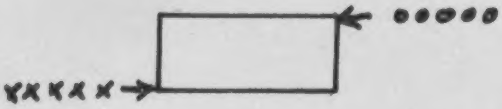
When two mats are available...

Organize a boy squad and a girl squad, with each working simultaneously on their mats.



or

Place mats end to end and organize two squads facing the mats.



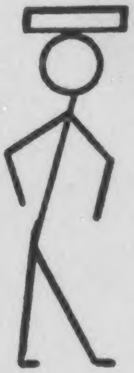
or

Have organized squads work facing each other from each end of the mat.

STUNTS

Object Balance

Performance Objective - To balance an object on the head while walking forward.



Place object on head and walk. Use beanbag, block, book, or similar object.

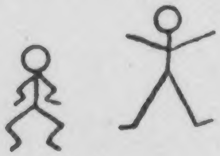
Rag Doll

Performance Objective - To stretch and relax.

Stand with feet comfortably apart, then bend forward, allowing arms and head to relax. Return to a standing position and stretch arms above head. Return to a bent relaxed position.

Jumping Jack

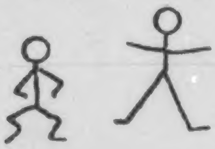
Performance Objective - To execute a jump into the air and land on toes.



Bend knees deeply with arms at sides. Jump to stride position, extending arms out shoulder high. Give good spring and land on toes.

Jack-in-the-Box

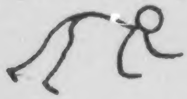
Performance Objective - To jump in the air and clap hands over head.



Stoop and jump high in the air. Clap hands above head and stoop again.

Lame Puppy Walk

Performance Objective - To walk on both hands and one foot.



Place hands on the floor with knees and arms slightly bent. Walk on hands and only one foot.

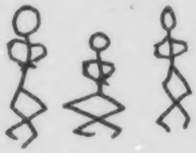
Log Roll (relaxation)

Performance Objective - To roll several times, keeping body straight.

Lie on back across one end of the mat (or grass). Extend arms over head, keeping knees straight and feet together. Roll slowly over and over to the other end of the mat. *The body should be relaxed.*

Turk or Indian Stand (strength)

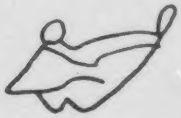
Performance Objective - To stand and sit with arms and legs crossed.



Stand with feet crossed and arms folded in front of the body. Bend knees slowly, lowering body to a sitting position without releasing arms or bending back. Return to standing position without using hands or rocking forward onto knees. *This stunt should be done slowly. Encourage children to keep backs straight.*

Row Boat with Partner (strength and coordination)

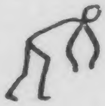
Performance Objective - To coordinate with partner as partners move up and down.



Sit cross-legged facing partner (or with feet against his feet). Grasp partner's hands. Lean back, pulling partner forward. Alternate rocking back and forth. *Stress the idea of letting one's partner down slowly. Do not allow children to carry on this activity too long.*

Elephant Walk (balance)

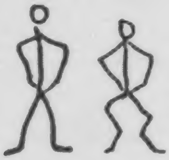
Performance Objective - To walk with arms swinging rhythmically, touching floor with hands.



Bend forward at waist, clasp hands, and swing arms back and forth to represent elephant's trunk. Walk slowly.

Elevator (strength and balance)

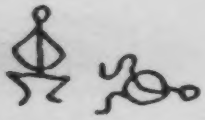
Performance Objective - To squat slowly and return to standing position without losing balance.



Stand with feet apart. Place hands on hips and bend slowly to deep knee bend. Return to standing position, slowly straightening legs. *When bending knees deeply, they should be far apart, back should be straight, and head held high.*

Human Ball (agility)

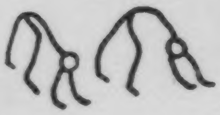
Performance Objective - To roll sideward with the body curled.



Sit on the floor with knees deeply bent and spread apart. Bring arms around from between legs under knees to a grasp position in front of ankles. Rock gently from side to side. When momentum is gained, roll with vigor to the side onto shoulder and thigh.

Inchworm (agility)

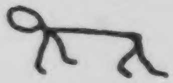
Performance Objective - To walk, alternating hands and feet.



Place hands on the floor in front of the body, keeping knees as straight as possible. Walk forward on hands until the body is in a straight line supported by hands and toes. Keeping hands on the floor in the same place, walk feet forward to meet them. Keep legs straight. Continue "measuring."

Crab Walk (coordination)

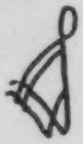
Performance Objective - To walk on hands and feet in supine position.



From a squat position reach backward, putting both hands flat on the floor without sitting down. With head, neck and body in one straight line and back parallel with the floor, walk or run. (May be used as a relay position when mastered.)

Knee Walk (flexibility)

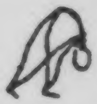
Performance Objective - To move forward by walking on knees.



Kneel with both knees on the mat. Grasp ankles. Lean forward a bit, raise feet from mat, and pull them up close to hips. Walk forward on knees, keeping back straight.

Ostrich Walk (flexibility)

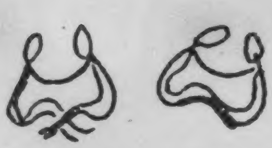
Performance Objective - To walk forward, keeping knees straight.



Bend forward and grasp ankles. Walk forward, keeping knees straight. Hands should be kept on ankles. Steps should be small.

Rocking Chair (balance)

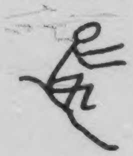
Performance Objective - To coordinate with a partner in rocking forward and backward.



Pair children who are as near the same height and weight as possible. One child sits down with knees slightly bent and feet flat on the ground. The partner sits down on the first child's feet and places his feet under No. 1. When all are ready, each is sitting on the other's feet and holding his hands. No. 1 rolls backward, raising No. 2 to a standing position (knees slightly bent). When No. 2 sits down again, his weight pulls No. 1 up. They rock back and forth.

Backward Jump (strength)

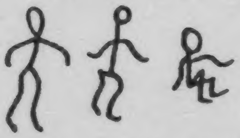
Performance Objective - To jump backward as far as possible, landing lightly.



Stand on mat, toes touching edge, feet together. Jump backward as far as possible. Measure distance from edge of mat to the nearest point at which any part of the body touched the mat to determine the length of jump. *During jump, swing arms forcibly to aid in achieving both height and distance.*

Bouncing Balls

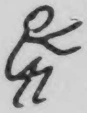
Performance Objective - To jump vertically in the air landing with knees bent.



Jump up and down lightly on toes. Jump high at first and then lower and lower, bending knees more at each jump.

Frog Jump (flexibility)

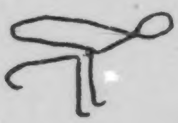
Performance Objective - To hop forward in squat position using hands and feet vertically.



Bend knees deeply, hands on floor. Move hands forward and let feet follow with a jump, kicking legs out to imitate frog.

Frog Stand or Tip-up (balance, strength)

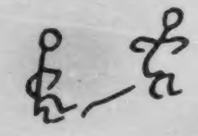
Performance Objective - To balance body on hands.



Squat down with hands flat on the floor, elbows inside the knees and pressed against them. Lean forward slowly, transferring the weight of the body onto the hands and elbows until the feet swing clear of the floor. Keep head well up and point toes downward.

Kangaroo Hop (agility)

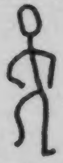
Performance Objective - To jump forward in squat position.



Take a deep knee bend position. Bend elbows and hold hands loosely in front of body to imitate the forefeet of a kangaroo. Hop forward three to five short hops. Hold back straight.

Thread the Needle (agility)

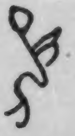
Performance Objective - To step through a circle made by the hands without letting go.



Clasp hands in front of body. Bend trunk forward and step through clasped hands with right foot; follow with left foot. Return to original position, stepping backward through clasped hands, first right, then left. Stand tall.

Toad Jump (balance and strength)

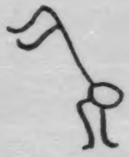
Performance Objective - To hop forward without losing balance.



Place hands on hips, bend knees until sitting on heels, and hop forward keeping knees bent.

Mule Kick

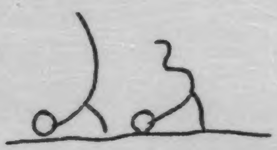
Performance Objective - To support weight on hands and kick both feet into the air.



Stand on mat. Lean forward and place hands a shoulder's width apart on the mat. Kick both feet up behind, keeping weight on hands. Bring feet to starting position and repeat exercise. *Encourage child to kick feet high but to avoid turning summersaults or rolling.*

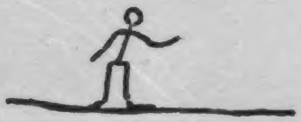
Shoulder Stand (strength and coordination)

Performance Objective - Lie with back on mat. Roll backward and lift hips above shoulders, knees bent. Place hands against body just above hips to serve as a brace. Slowly extend legs vertically above hips as straight and as high as possible. Support weight on shoulders, neck and elbows. Draw knees down to chest, rounding back. Rock forward to sitting position.



Tightrope Walk (balance)

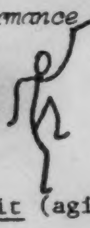
Performance Objective - To walk a line without losing balance.



Walk on a chalk line drawn on the floor. Use arms to balance.

Climbing Ladders (agility)

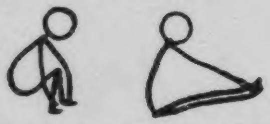
Performance Objective - To use arms and legs in opposition.



Pretend to climb a ladder by lifting left knee, right arm raised over head, left arm bent at elbow. Change to right knee bent, right arm bent, and left arm over head. Start slowly; increase rhythm.

Egg Sit (agility and balance)

Performance Objective - To come to correct position without using balance.

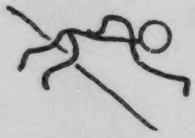


Sit on the mat with the legs bent close to the chest.

Grasp ankles, rock back, and extend legs until they are straight.

Knee Mark (agility and balance)

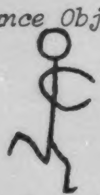
Performance Objective - To extend body and maintain balance.



Kneel with both knees at a line on the floor. Place one hand behind your back. Holding a piece of chalk in the other hand, reach forward as far as possible without losing your balance, and chalk a mark on the floor. Measure the distance from the starting line to the chalk mark.

Glide and Slide (coordination)

Performance Objective - To perform a correct slide pattern without crossing feet or legs.



Do a "step-close" to left or right. This is a combination of a gliding step (long) with closing step (short).

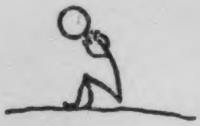
Step Hop (coordination)

Performance Objective - To be able to hop on alternate foot with a rhythmic pattern.

Step forward placing weight on left foot; hop on left foot as right leg is swung forward. Keep right knee flexed. Repeat with right foot.

Backward Roll (agility)

Performance Objective - To roll backward with body curled.



Squat with feet on the edge of the mat. Place hands at shoulders with fingers pointing backward over shoulders and thumbs held next to neck. Rock backward and forward to gain momentum. Give a strong push with the feet against the mat and roll backward onto rounded back. Tuck head well forward with chin on chest. Draw knees up close to chest. As hips rise above head, push hands firmly against mat until body is completely turned.

PARTNER STUNTS

Cradle Rock

1. Partner A sits on mat, knees slightly bent, feet on floor. Partner B, facing "A," sits on "A's" feet with his legs lying over "A's" thighs and his feet on the mat under "A's" buttocks. Each clasps the other's shoulders.

2. "A" lies back, pulling "B" to a stand. "B" then rocks back, pulling "A" up to a stand. Continue, rolling backward and forward.

Elephant Walk

1. Partners A and B stand face to face. "A" puts his hands on "B's" shoulders and jumps astride "B's" waist, high up, locking his feet behind.

2. "A" then leans backward and downward, pulling head and shoulders between "B's" legs. "A" puts hands on back of "B's" ankles and extends arms.

3. "B" then bends forward and puts his hands on the mat.

4. "B" walks forward carrying "A." "A" should support his weight on his arms.

Camel Walk

1. Partner A stands three feet in front of Partner B. Both face the same direction.

2. "A" bends forward, places hands on the ground, and swings up to a hand stand with legs apart. Then with "B's" assistance, "A" places legs around "B's" waist, locking feet behind "B's" back.

3. "A" bends forward between "B's" legs and clasps the back of "B's" ankles as "B" bends forward and places hands on the ground.

4. "B" walks forward carrying "A."

Double Roll (forward and backward)

1. Partner A lies down with legs held vertically, knees loosely bent and legs spread.

2. Partner B stands with feet spread near "A's" head. Each grasps other's ankles.

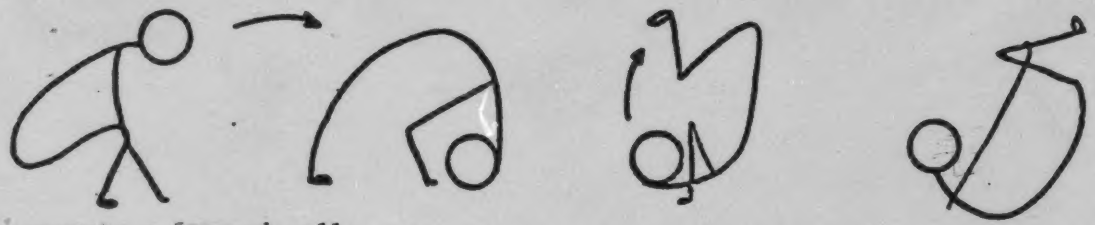
3. "B" executes a forward roll over "A," using "A's" feet as he would his own hands.

4. "A" is pulled up by "B" as he rolls over. "A" then rolls over "B." Partners execute two complete forward rolls. Then, retaining the same position, they execute two complete backward rolls. Knees must be kept loose enough so that each partner can control the position of his feet as they are placed on the ground.

Rolls

The forward and backward rolls should be taught in progression.

Forward Roll



To execute a forward roll:

1. Squat, knees between arms, hands on mat.
2. Tuck chin against chest, push hard with feet, land on shoulders.
3. Keep back round, knees against chest, push with hands.
4. Keep back round. Throw hands across shins.
5. Roll forward to balance on feet. Proceed to next stunt or walk straight off the mat.

Spotting:

The spotter puts his right hand on the back of the tumbler's neck, left hand on back of legs, to assist roll over.

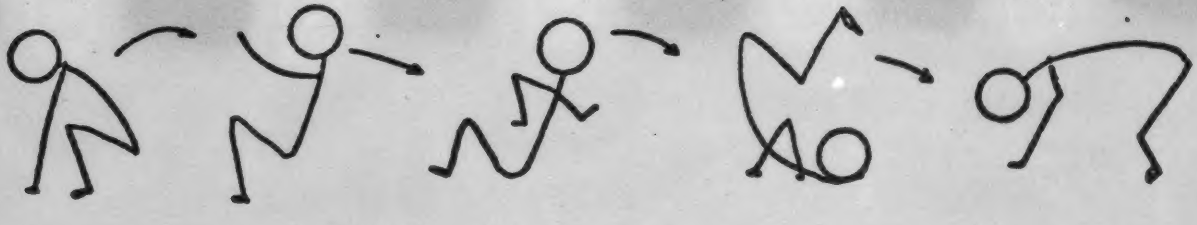
Common Faults:

1. Landing on top of head.
2. A straight back with legs extended.
3. Not grasping ankles.
4. Rolling too slowly.

Variations:

1. Forward roll from a stand.
2. Forward roll with legs crossed. Do a series of these.
3. Cross-legged roll to a cross-legged stand; turn; repeat.
4. Come out of roll to a walk by holding one ankle and one leg straight out.
5. Roll and jump high with a half turn in the air; land and repeat.

Backward Roll



To execute a backward roll:

1. Squat with back to mat, body leaning forward with weight on hands.
2. Push off with hands, rolling on a rounded back.
3. Keep knees close to the chest, reach over shoulders with hands palms up.
4. As hands come in contact with mat, they push to take weight off of the neck.
5. Hands continue to push as feet are brought sharply down to touch mat. Stand.

Spotting:

1. The spotter does not offer any push or help on this stunt, as any push would apply more pressure to the neck.
2. Allow the child to rock on his back or turn his shoulder until he can master the backward roll.
3. The spotter can assist the rise after the roll.

Common Faults:

1. Landing on back and stopping there because back is straight.
2. Tipping over sideways because of lack of speed or failure to use hands properly.
3. Landing on shins rather than feet. This may be accepted with beginning or young performers.

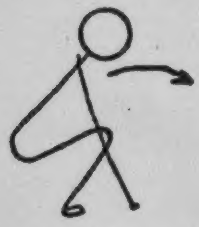
Variations:

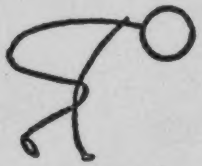
1. Backward rolls done in a series.
2. After proficiency is gained in the squat, a standing start may be used.
3. Mix with other roll (forward roll - backward roll).

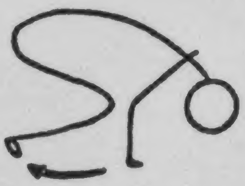
Inverted Balance Stunts

The inverted balance stunts--squat hand balance, head and shoulder balance, forearm balance and hand balance--should be taught in progression.

Squat Hand Balance (Frog Hand Stand)







To execute a squat hand balance:

1. Squat with knees spread and feet together. Place hands on mat with fingers widely spread, elbows on the inside of knees and thighs.
2. Lean forward until weight is balanced on hands and toes are off the mat.
3. Support weight entirely on hands and balance there.

Spotting:

1. The spotter may help by lifting ankles and holding shoulders.
2. The spotter can help performer gain balance by observing hand placement.

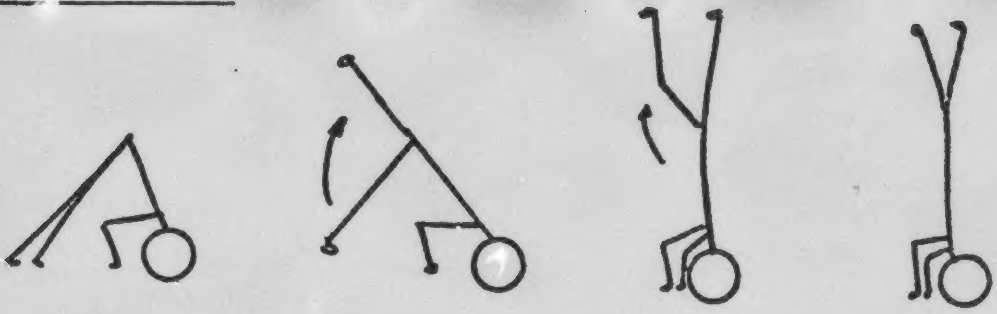
Common Faults:

1. Improper placement of hands makes it difficult to gain balance.
2. Weak wrists or arms prevent performer from supporting his weight.

Variations:

1. Performer can progress to head and hand stand later.
2. Count time to see how long the balance can be held.

Head and Hand Balance



To execute the head and hand balance:

1. Place head and hands on mat to form a wide triangle with weight evenly divided. Keep body straight; pull in the abdominal muscles.
2. Raise one leg and then the other over head. (After proficiency is gained both feet may be kicked up together.)
3. To balance properly, the feet are kept together and toes pointed; the back has a slight continuous curve from the neck to the heels.

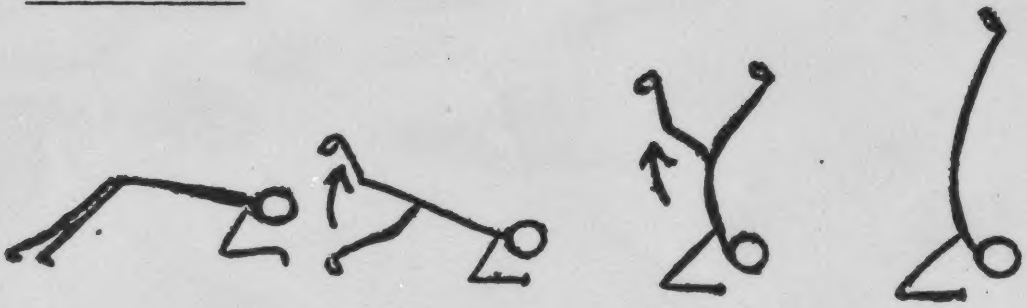
Spotting:

1. One or two spotters may be used to catch the back of the performer's legs. (The spotter should not hold on to the performer's legs, but simply prevent him from going over.)
2. Encourage beginners to go down the way they came up.

Common Faults:

1. Beginners will not kick or raise their feet high enough to get a balance.
2. May kick too hard and go over.
3. Beginners tend to get their hands in line with their head. This makes balancing difficult.

Forearm Balance



To execute a forearm balance:

1. Place forearms on mats, hands close together, elbows out wide to form the base, toes touching the mats.
2. Raise one leg and then the other. After skill is gained, both feet may be raised together.
3. Balance with head up and a slight curve from the back of the neck to the heels. Point toes.

Spotting:

1. One or two spotters may be used to catch the performer's legs to prevent him from going over.
2. Do not allow him to go over into a roll. Encourage the performer to come down with feet together under control.

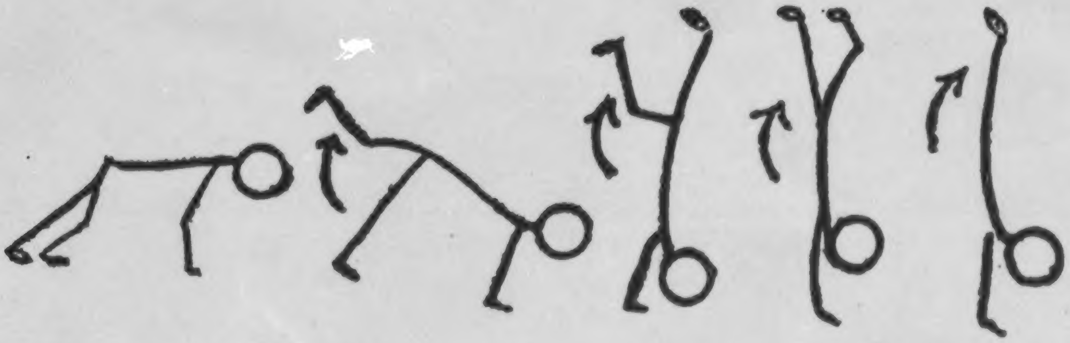
Common Faults:

1. Kicking too high or not kicking high enough.
2. Arms not placed properly to support weight.
3. Arms not strong enough to support weight.

Variation:

Practice against wall.

Hand Balance



To execute a hand balance:

1. Place hands shoulder width apart, fingers pointed straight ahead and spread.
2. Raise one leg and kick the other one up as in the other inverted balance stunts.
3. Bring feet together over head and point toes.
4. Back is curved, feet directly over head, head up and eyes focused on an imaginary line running across the fingertips.

Spotting:

As the performer comes to the top, the spotter grasps his ankles and allows him to find his own balance. This may be against a wall.

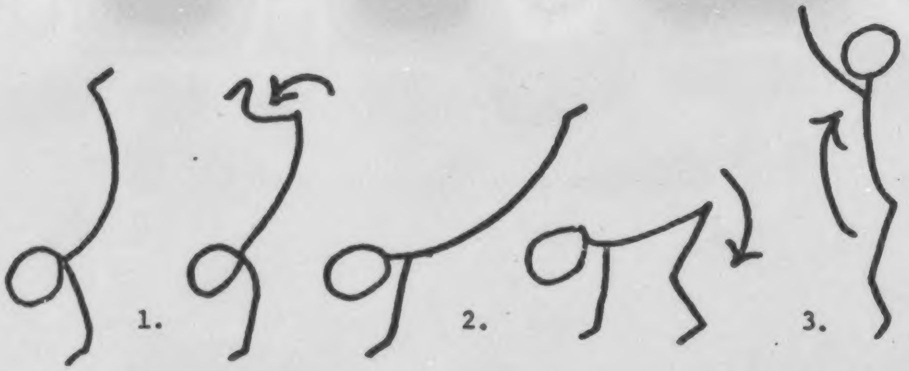
Common Faults:

1. Tucking head.
2. Arms not kept straight.
3. Weight in front of hands.
4. Legs apart.

Variations:

1. Walk on hands.
2. Snap down from hand stand to standing on feet.

Snap Down



To execute a snap down:

1. From a handstand position, start down and bend knees to start a snap.

2. Extend feet to complete snap and, at the same time, push up with arms.

3. Hands and head follow up high to bring the body to a standing position.

Spotting:

The spotter helps to prevent the performer from going over backward.

Common faults:

1. Arms and wrists too weak to make push-up.

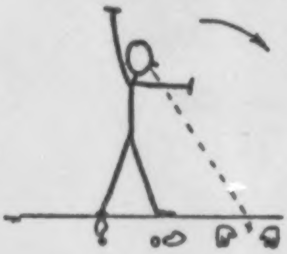
2. Not coordinating the push-off with the leg snap.

Cartwheel

To execute a cartwheel:

1. Stand sideways on the mat, turn the forward foot, and point the hand in direction the cartwheel will go. Raise other arm behind head. Keep eyes focused near where the hands will contact the mat, chin over shoulder. Fingers of both hands are turned toward the back. Both foot and hand position are important (see Figure 1).

2. Keep eyes focused on the same spot (object) throughout the trick. This trick is done rapidly; the body maintains a bicycle-spokes position throughout the trick. Keep limbs firm and do not bend the body at the waist. Keep legs straight and spread wide throughout the stunt.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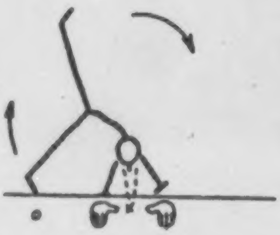
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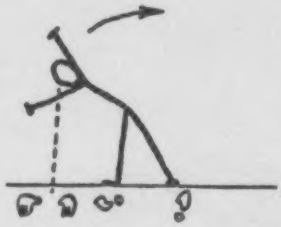
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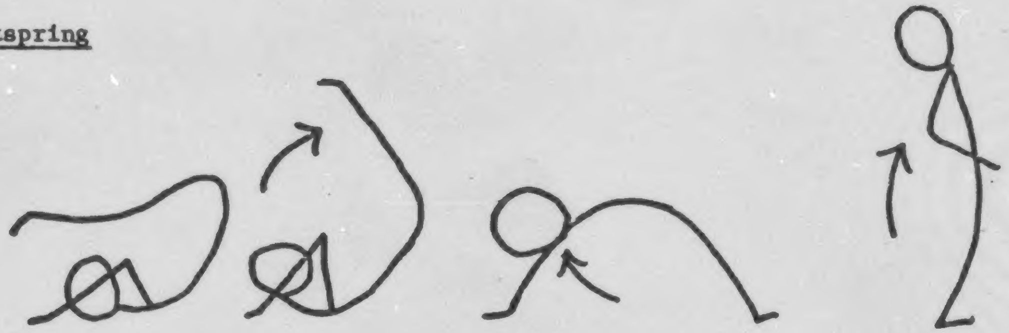
Spring Series of Stunts

The spring series of stunts--neckspring and headspring--should be taught in progression.

Neckspring



To execute a neckspring:

1. Take a back rocking position, hands over the shoulder on the mat and feet over the head.
2. Bring feet sharply toward the mat. Keep hips elevated and shoulders and hands on the mat.
3. As shoulders come off the mat, extend the arms and push to a standing position.

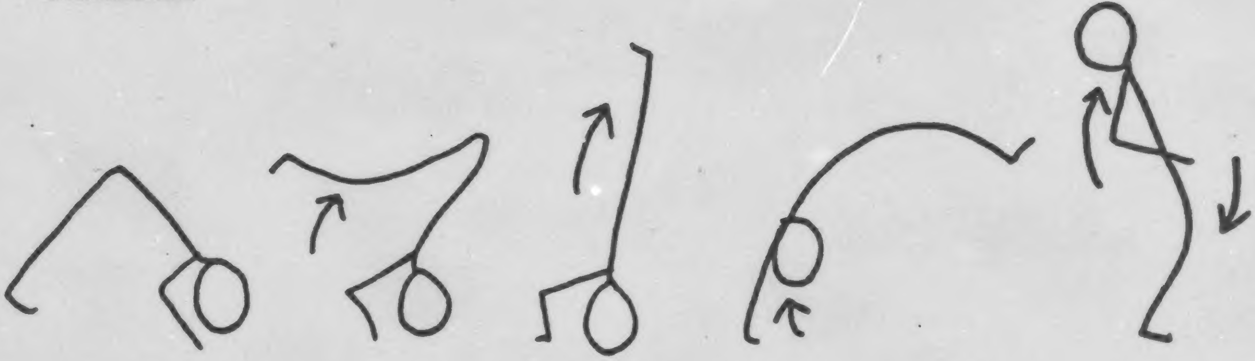
Spotting:

The spotter may help with a slight lift of the performer's shoulder as he leaves the mat.

Common faults:

1. Not enough snap and arm push to gain a standing position.
2. Failing to coordinate and snap with the push.

Headspring



To execute a headspring:

1. Start with forehead and hands on the mat (a rolled mat to begin on), legs straight. Lean forward until almost overbalanced backward.
2. As the weight begins to overbalance, raise feet sharply and snap them forward and begin to push with the hands.
3. As feet are extended, give a final push with the hands.
4. As feet touch the mat, snap the upper body forward and bend the knees. This will take the performer to a standing position.

Spotting:

One or two spotters may catch the performer by the upper arm and under the shoulder to help give push.

Common faults:

1. As in other kinds of springs, the performers will not have enough strength at the beginning and will need to develop this strength.
2. Lack of coordination at the snap.

PYRAMID BUILDING

Safety Precautions

In elementary schools, pyramids should not be more than two tiers high. In addition the following safety precautions should be observed:

1. Pyramids should not be attempted without using mats.
2. The supporting members of a pyramid should be the stronger boys and girls of the class.
3. Pyramids should not collapse while in formation.

Teaching Procedures

Teach basic figures first; then use basic figures in different combinations to build a pyramid.

Use counts or signals to direct assembly as follows:

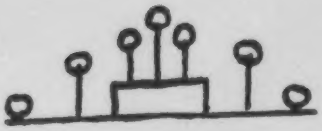
1. All bases move into position.
2. Tops move into position close to the base, ready to mount. Others such as headstands, handstands, move into position.
3. All mounts take positions. Headstands, handstands and others complete positions.
4. All tops dismount; headstands, handstands and others, down.
5. Return to starting line.

Formations

Floor patterns may be:

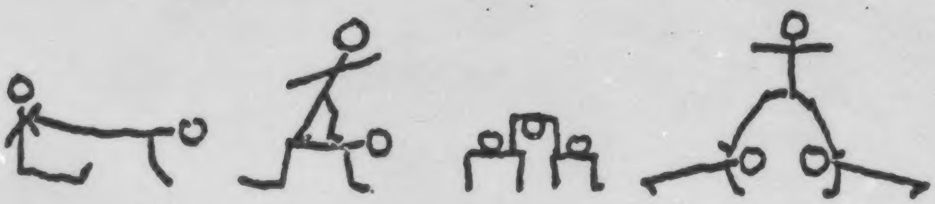
```
1.  Single line       OOOOOOOOO

2.  Double line       OOOOOOOOO
                        OOOOO

3.  Single line
    or double line       OOOOOOO
    with wings          O       O                            O
                                           O                 O
4.  Others              OOOOOO           O   O               O
                        O    O          O     O          OOOOOOOOOO
                        OOOOOO           O   O               O
                                           O                 O
                                                             O
```

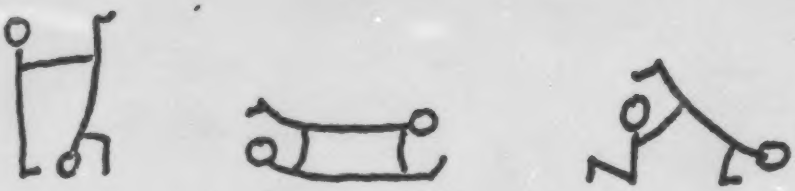
Pyramid Design

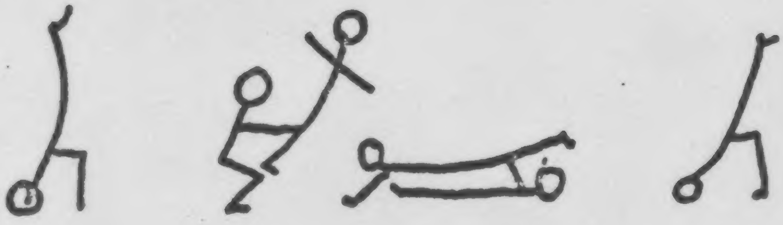


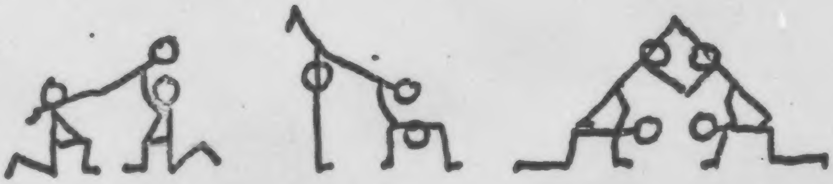
Balance the center unit with end units holding similar poses.

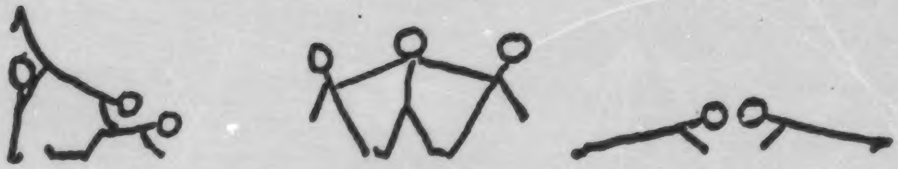
Center units will usually be high with the pyramid sloping to the sides.

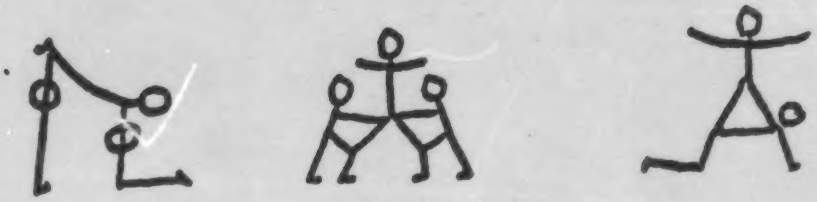


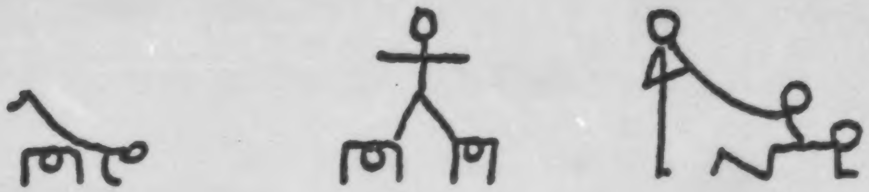


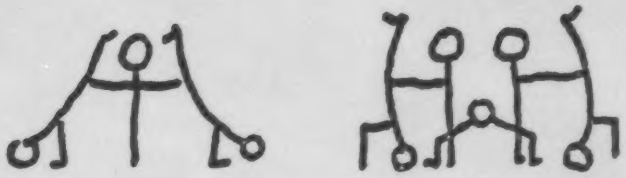


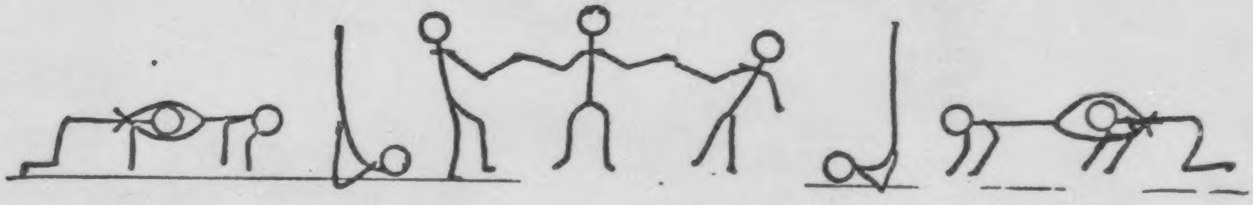


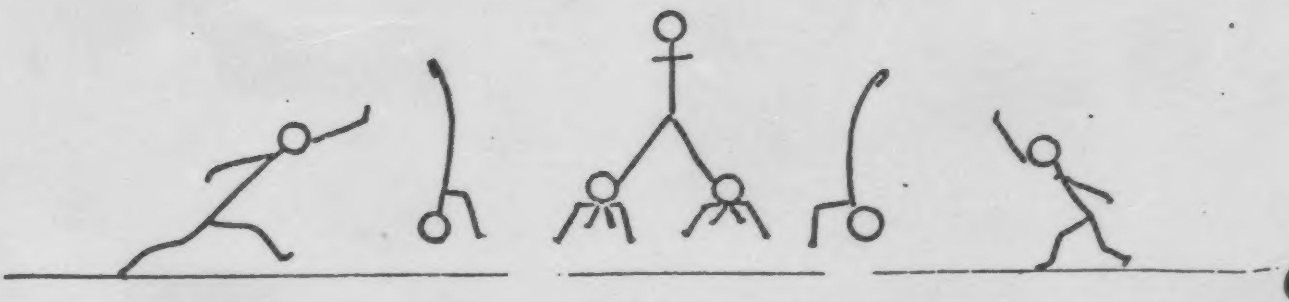










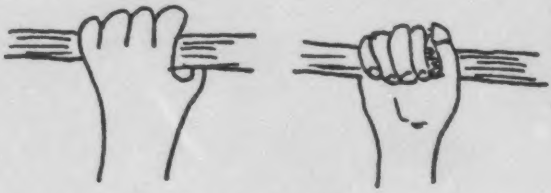


APPARATUS ACTIVITIES

Apparatus play involves specific activities on the jungle gym, horizontal bars, pole, and horizontal ladder. It makes a unique contribution to physical development by strengthening muscles and improving coordination.

The use of apparatus equipment should be taught to the children during their physical education instruction period. Emphasis should be given to safety practices such as proper grips.

Locked thumb position



Teachers can make the use of apparatus equipment effective by:

- Providing opportunity for imaginative and creative play.
- Examining the apparatus often to see that it is in good condition.
- Supervising the apparatus play at all times.
- Stressing safety precautions often.
- Being very consistent with standards.
- Providing activities for the pupil to perform which will aid his confidence and will challenge rather than threaten him.

SAFETY PRECAUTIONS

To insure safety in using apparatus, the following precautions must be observed by the children:

- Stand a safe distance from the apparatus while waiting for a turn.
- Use the apparatus for an activity rather than as a resting place.
- Do not touch another child who is performing.
- Use the apparatus area for apparatus play only.
- Use the proper grip when performing on an apparatus.
- Keep at least one hand and one foot on the jungle gym at all times.
- Make sure the bar is high enough to perform the activity.
- Turn the body in the direction the thumb is pointing when performing circling activities.
- Use spotters.

LESSON PLAN TO INTRODUCE APPARATUS ACTIVITIES

The purposes of the introductory lesson are to:

- Teach the proper grips and other safety practices for the apparatus.

- Have the class observe activities which can be done on the various pieces of equipment.

Materials:

- Film projector
- Film, "Apparatus Skills"
- A pole six to eight feet long

Procedure:

List some definite questions on the chalkboard which involve things for which the children are to look while viewing "Apparatus Skills."

Show the film. Discuss the film and answer questions presented earlier. Have two children hold a pole (broom handle). Let children demonstrate the three main grips. (The pole is to be used for showing the grip only, not to support a child's weight.)

Plan with the children the next day's activities on the apparatus.

PERFORMANCE OBJECTIVES FOR HORIZONTAL LADDER

- To walk while in suspension.
- To move across horizontal ladder with hands.
- To move by swinging from one rung to next.
- To lift the body weight with hands and arms with support.
- To lift the body weight with hands and arms without support.

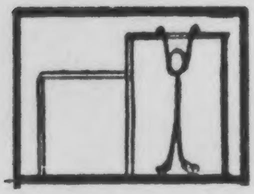
PERFORMANCE OBJECTIVES FOR HORIZONTAL BARS

- To lift body weight with hands and arms with support.
- To turn over on low bar.
- To hang from the hands and drop off safely.
- To turn over backward and forward on low bar.

PERFORMANCE OBJECTIVES FOR JUNGLE GYM

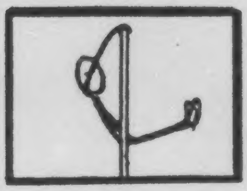
- To move across jungle gym with hands and feet.
- To move across jungle gym with hands.
- To lift body weight with hands and arms without support.
- To bend trunk forward and downward.

HORIZONTAL BAR



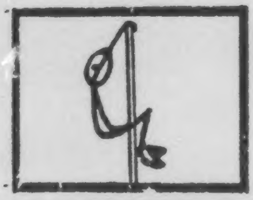
Hang

Face the bars. Jump to a bar with hands shoulder-distance apart. Hang, stretching body as long as possible. (Tall children should bend knees to hang if bars are too low.) Drop, letting knees bend upon landing.



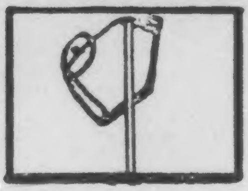
Swing

Face the bar. Jump to the bar with hands. Swing back and forth. Stop swing before attempting to drop.



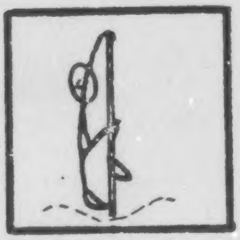
Knee Bend

Face the bar. Jump up to swinging position. Raise knees to chest and hold. (Keep back straight.) Lower knees. Drop to starting position.



Knee Bend and Stretch

Face the bar. Jump up to swinging position. Raise knees to chest. (Keep legs straight.) Extend the legs out in front of body. Lower legs and drop to starting position.

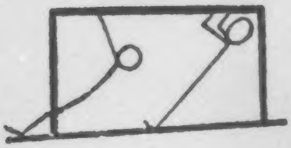


Hand Travel Sideward

Stand facing the bar and to one side of it. Jump up and grasp the bar keeping both hands about 10 inches apart. Move one hand sideways, and then the other, in order to travel across the bar. Swinging the legs from side to side will help. Rest. Hand-travel back to place. Drop to position.

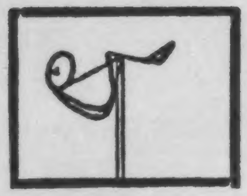
Modified Pull-up

Stand facing horizontal bars. Grasp with both hands, shoulder-width apart, using overhand grip. Walk two steps forward under bar and lower body to slant position, supporting weight by feet and hands.



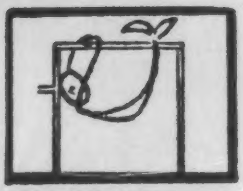
Keep the body in a slanted straight line from knees to shoulders.

Raise body to the bar by bending arms. Lower body by extending arms. Do this as many times as possible. Avoid bending at the hips.



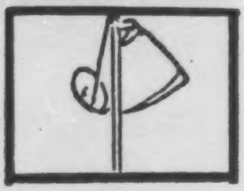
Knee Raising to Bar

Jump to a full hang. Pull up with arms, curl body. Pull knees toward chest and touch them to the bar.



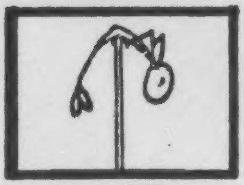
Sloth Swing

Stand at one end of the bar. Jump to a full hang facing down bar. Swing feet over bar and cross them. Sway back and forth.



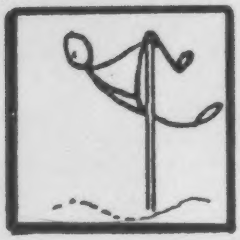
Toe Raising to Bar

Jump to a full hang. Pull with arms; swing legs from hips. Keeping legs close to body, raise toes to bar.



Hip Circle Forward

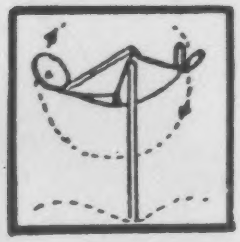
Stand facing the horizontal bar. Grasp the bar with both hands, shoulder-width apart, using an overhand grip. Jump to a waist-leaning position on the bar; reverse grip and turn forward, bending at the hips. Hang by the hands with feet resting on the ground. Step back and leave the horizontal bar.



Single Knee Circles

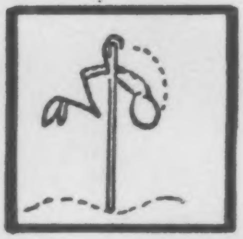
Stand facing the bar. Grasp the bar with one hand, using overhand grip. Hook the opposite knee over the bar. Grasp the bar with the other hand using the overhand grip so that leg is between hands. Lock foot of the hooked knee on the other leg and turn forward. Get off and leave the horizontal bar.

Mill Circle



Stand facing the horizontal bar. Grasp the bar by one hand, using an overhand grip. Place one leg over the bar. Grasp the bar with the other hand using the overhand grip so that leg is between hands.

Mount the bar to a straddle position; cross feet; move hand from behind body to front of body close to the other hand using a reverse grip. Make a complete turn in either direction. Get off and leave the horizontal bar.



Skin the Cat

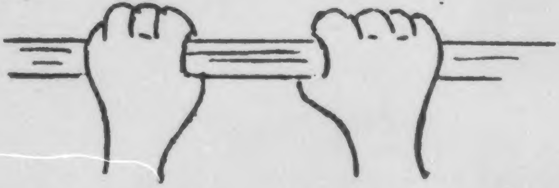
Stand facing the horizontal bar. Grasp the bar by one hand using an overhand grip. Hooking one knee over the bar, grasp the bar with the other hand using an overhand grip so that leg is between hands. Continue forward until body is completely through hands.

HORIZONTAL LADDER

Hang and Drop

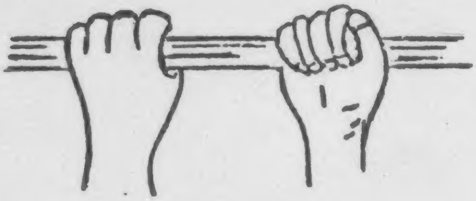
Stand facing the end of the horizontal ladder; place one hand on each supporting pole; climb both steps of the ladder.

Reach and grasp second rung of horizontal ladder with one hand following the other using overhand grip.



Hang for a moment, look at landing place and drop, letting go of both hands at once and landing lightly on balls of feet. Bend knees upon landing to take away shock.

Swing and Drop

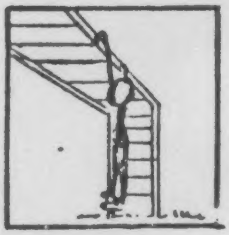


Stand facing the end of the horizontal ladder; place one hand on each supporting pole and climb both steps of the ladder.

Grasp the second rung with one hand, and the third rung with the other hand, using a mixed grip, palms facing.

Facing side of body, swing body from side to side.

Stop swinging before arms become tired, look at landing place, and drop. Land on balls of feet, knees bent.

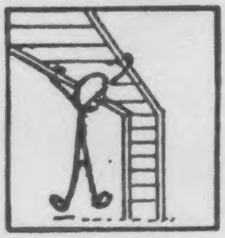


Single Rail Travel

Stand facing end of ladder. Grasp outside rail with both hands close together and near side, using overhand grip.

Travel along outside rail toward the far end by sliding one hand and then the other. Let the body swing freely.

Drop or climb down ladder.



Double Rail Travel

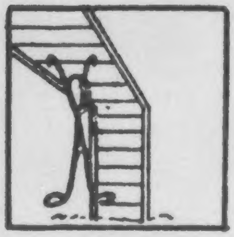
Face end of horizontal ladder. Place both hands on supporting poles and climb steps.

Place one hand on each side rail, palms facing in, and extend body.

Travel, sliding one hand forward and then the other. Let the body swing freely.

Climb down ladder or drop.

Single Rung Travel



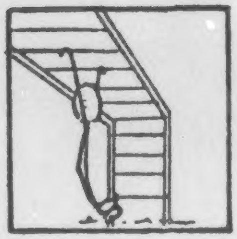
Face the end of the horizontal ladder. Place both hands on poles and climb the steps. Grasp the first rung of the horizontal ladder with both hands using overhand grip. Extend the body until the arms are straight.

Grasp the second rung with one hand, then bring the other hand to the same rung.

Continue traveling this way as far as possible.

Climb down the ladder or drop.

Rung Travel Sideways



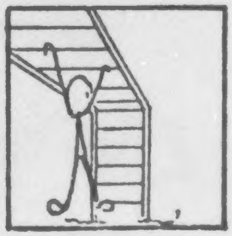
Face the end of the horizontal ladder. Place both hands on the poles and climb steps.

Grasp the first and second rung, palms facing, and swing to a hanging position.

Travel sideways toward the end of the ladder, swinging body from side to side. The leading hand is always one rung ahead of the following hand.

Climb down the ladder or drop.

Rung Travel Forward



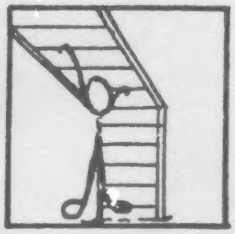
Face the end of the horizontal ladder. Place both hands on supporting poles and climb the steps.

Grasp the first rung with one hand, and the second rung with the other hand. Swing to a hanging position.

Travel forward, grasping first one rung then another with alternating hands.

Climb down ladder or drop.

Skip Rung Travel



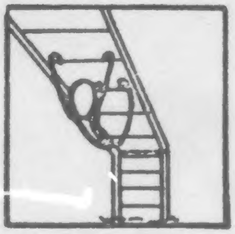
Face the end of the horizontal ladder. Place both hands on supporting poles and climb both steps.

Grasp the first rung with one hand and the third rung with the other hand using the overhand grip. Swing to a hanging position.

Travel forward, skipping every other rung. Use alternating hands.

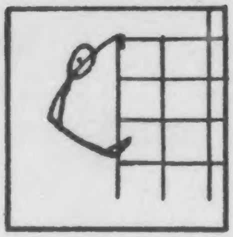
Climb down the ladder or drop.

Egg Basket or Bird's Nest



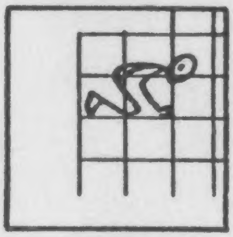
Jump to a hang upper grip on the rung, bend knees, flex hips and bring legs up between arms. Hook toes to the rung in back. Raise head upward and arch the back.

JUNGLE GYM



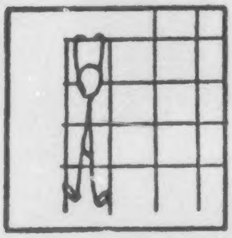
Around the Mountain

Climb around the outside of the apparatus at the lowest level. Climb up and around at the second and third levels in the same manner. Climb down inside the apparatus.



High Tunnel

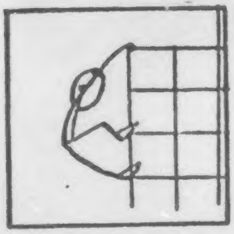
Climb up one side. Crawl through squares of the second level. Climb down the opposite side.



Hand-over-Hand Travel

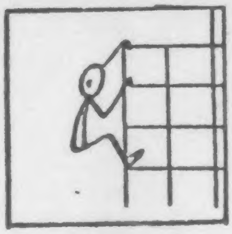
Face the jungle gym. Climb to the top rung. Grasp the top rail with both hands close together using the overhand grip.

Check hands. Now allow body to hang and travel length of jungle gym and back. Climb down (never jump).



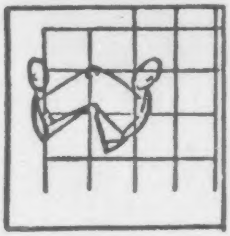
Feet to Hands

Face the jungle gym. Stand on the lowest rung. Place hands on the reach-high rung. Keep hands in place and climb one rung at a time until the feet reach the hands. Rest. Let the feet climb down. Step off the jungle gym.



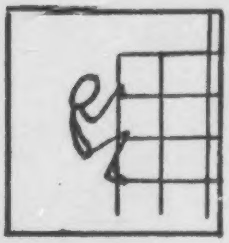
Hands to Feet

Face the jungle gym. Stand on the lowest rung. Place hands on the reach-high rung. Keep the feet in place and climb hands down, one rung at a time, to meet the feet. Rest. Let hands climb up. Step off the jungle gym.



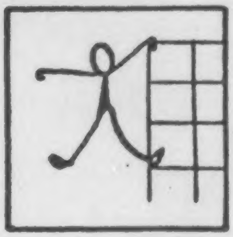
Rocking Chair

Pair couples as near the same height and weight as possible. One member of each pair sits down on a bar facing the jungle gym with his hands on the rung above and his legs spread apart. The other member sits on the same bar between his partner's legs, facing away from jungle gym. When both are ready, each slides back until knees are on the bar. By pulling with arms, the couple rocks up and down. Return to sitting position on bar before getting off.



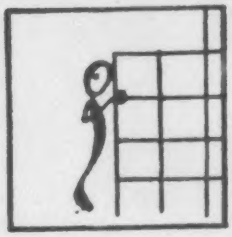
Bend and Straighten

Face the jungle gym. Stand on the bottom rung, hand on the rung at hip level. Bend knees and straighten. Do this about four times. Step off the jungle gym.



Flying Angel

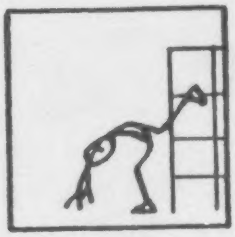
Face the jungle gym. Stand on the bottom rung, hand on top rung. Turn sidewards. Raise free arm and free leg. Reverse sides. Climb down.



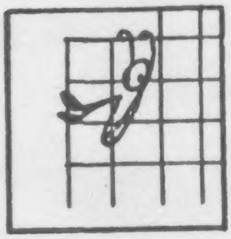
The Arm Push Back

This exercise is mainly for the muscles on the back of the arm. Stand facing the bars at slightly less than arms length away from the bars. Grasp the bar that is chest high. On count one, flex both arms, letting the chest touch the bar. On count two, push the body to a standing position. This may be repeated ten times and increased to twenty.

Trunk Forward Downward Bend

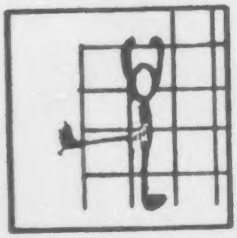


This is an exercise for lower back. Stand facing away from the bars at a distance of about two feet. Raise one foot, hooking the toes over the third or fourth bar from the ground. Raise hands forward and upward over the head, about shoulder-width apart. On count one, lower the trunk toward the ground and bring the hands forward and downward attempting to touch the ground with fingertips. On count two, the trunk, hands and arms are raised to the starting position. The exercise should be attempted four times at first; later increase the number to ten.



Knees to Chest

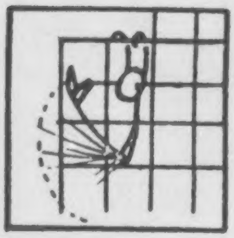
Face the jungle gym. Climb the bars, turn, and grasp the top rung, facing away from the bars. Take both feet away from the lower rung and drop to a straight body hang. On the first count, lift knees to chest. On count two, extend thighs and legs. Turn the body and face bars and climb down.



Leg Lift Side Stretch

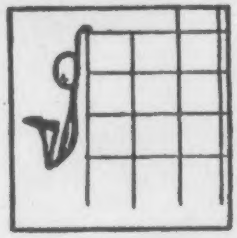
Face the jungle gym. Climb bars. Turn and grasp the top rung, facing away from bars. Then take both feet away from the lower rung, and drop to a straight body hang. On count one, the left leg is straight out and up. On count two, the leg is extended to the side. Drop the leg on count 3. Repeat with the right leg. Turn the body and face bars and climb down.

Leg Lift



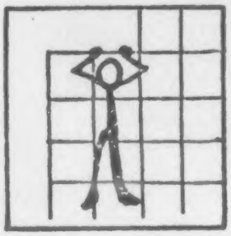
Face the jungle gym. Climb bars. Turn and grasp the top rung, facing away from the bars. Take both feet away from the lower rung and drop to a straight body hang. On count one, both legs are straight out and up. On count two, drop legs to the extended position. Turn the body and face bars and climb down.

The Hanging Leg Flexion



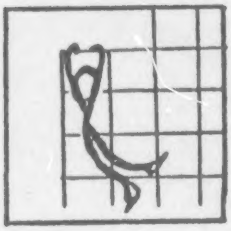
Walk up the bars grasping the top of overhanging rung, facing the bars. Remove the feet from the bars and come to a full arm straight body hang. On count one, flex the legs, bringing the heels as close to the buttocks as possible. On count two, lower the feet and extend the legs.

Pull-up with Reverse Grasp



Climb the bars. Turn as hands reach the top or overhanging rung so that the back is to the bars. Take a reverse grasp on the top or overhanging rung so that the back is to the bars. Take a reverse grasp on the top or overhanging rung and step off the bars, coming to a straight hang. On count one, pull up until the top of the head touches the overhanging rung. On count two, return slowly to a hang. Start with four and increase to eight.

The Pendulum Swing



Climb the bars, grasping the top rung and turn, facing out from the bars. Step off the bars and come to a straight hang. On count one, swing the feet, thighs and legs to the right. On count four they are lowered. Continue the swing to the left, alternating left and right four times each.

MOVEMENT TO MUSIC

Rhythms need to be included in planning a total well-rounded physical education program. They stimulate the child's rhythmic and expressive movement and enhance the development of basic skills. The child who has been involved in motion and music is often receptive to other learning experiences.

Adapting music with essential gross motor movements, after the child has learned the vocabulary of motion, enables him to gain a better understanding of his body's ability to move and stimulates the child's imagination to creatively respond to music.

After active participation in movement to music, children seem to be awakened, stimulated, released from tension. They often verbalize that they feel good and want to participate again.

Traditional dances are a part of the child's heritage. By becoming familiar with them, children appreciate more fully the cultures that make up their world. Many traditional folk dances and creative rhythms can be found in specific grade-level physical education guides.

Included in this section of the guide are:

1. Compilations of techniques and practices which have proved successful in movement education.
2. Lists of dances from the grade-level physical education guides that are adaptable to small-group activity.
3. Lists of recordings available at the Instructional Media Center which lend themselves to successful involvement and creativity.

TECHNIQUES AND PRACTICES IN MOVEMENT EDUCATION

PLANNING AND IMPLEMENTING MOVEMENT EDUCATION

Teachers who have successfully planned and implemented movement education activities recommend the following techniques:

1. Keep movement tasks simple at first to allow all children to be successful and develop emotional security.
2. Stress purposeful and controlled movement. The idea is to place the child in a situation where he must think and then do.
3. Use combinations of simple and success oriented movement experiences to present more complex challenges to children.
4. To maintain interest and motiviation, make challenges progressively more difficult.
5. Limit the activity time. The goal is to have the children wanting more, not wear them out.
6. Remember to be positive and praise the children during the activity.
7. Utilize popular records as well as records from IMC to make up dances without partners.
8. Allow the children to help make up new dances to various records.
9. Start early in the fall with a routine. Be consistent concerning the day of the week rhythms are scheduled so the children will know this is a part of the physical education program.
10. Devise ways of getting the children into formation. (Number off 1-4.)
11. If possible, discuss the activity at the chalkboard before going to the auditorium.
12. Encourage children to develop routines to familiar songs sung during music.
13. Adapt creative routines to manipulative aids, e.g., marching with the hula hoops or dancing with the parachute.
14. Suggest that children establish a home floor space, free from all obstacles, during creative movement.
15. Provide a children's suggestion box for rhythms and creative movement.

MOTIVATING DANCE AND RHYTHMIC ACTIVITY

Elaine H. Arm, District Counselor, has compiled a list of practices which have proved successful in motivating dance and rhythmic activity. Her suggestions to teachers are:

1. To help involve both girls and boys in dance and rhythms, try to begin with general physical fitness exercises to music.

2. Keep activities moving rapidly.

3. Plan a 20-minute routine to one full side of a record. Use only the portion you wish, but have all of the routine ready.

4. In leading physical fitness routines, serve as a moving example. Do what the children are asked to do. Be a ham. Add some humor to the exercises by breathing loud or by groaning while stretching. The children will relax and feel it is OK to participate.

5. Set up only a few rules such as:

   - We don't laugh at others.
   - We leave space for others.
   - We listen to the person talking and demonstrating.

6. Many instructions can be given while demonstrating with music in the background. Usually the children will pay better attention if they listen while they are observing as they participate.

7. Feel free to talk about the differences between the things "boys like to do and girls like to do to music." Children like this, since they are thinking it anyway. Allow the children to cross those lines by crossing them yourself.

8. Do let loose--breathe loudly; laugh; make faces when the music implies. All of this can be done silently or aloud. The children love this and will feel free to be themselves. If they get silly, this can be brought under control by continuing with another more serious activity.

9. When you are tired or want the group to respond without your example, say such things as, "I'm looking for the most creative," or "You don't seem to need me anymore," or "Let's see who can do this without any help."

10. Do use other children as a positive example. Be sensitive to the ones that can take the attention and the compliment.

11. Freely give sincere compliments at odd and unexpected times. Don't worry about giving a compliment that interrupts an activity. Spontaneous thoughtfulness brings more benefits.

12. If you want something to happen and it hasn't, pretend it has by complimenting the group or child you want to do a specific thing. For example, say, "I like the way this group moved over to make room for ...," or "How nice to see__________ trying to think of something different," or "I like the way you are making your movement very slow." The children are so busy they will think they are actually doing it.

13. Do let your balance slip. Laugh at your near fall and then make it a class project--"How to recover from a slip without anyone knowing it." Remember a teacher's little mistakes and imperfections somehow allow children to relax about their own.

14. Introduce the children to their bodies by having their toes talk, elbows talk, or one shoulder talk to the other.

15. Help children get over the embarrassment of personal parts of their bodies by calling the parts fun names: stomachs are tummies, posteriors are fannies or seaters. The children will respond instantly to, "Let's all tuck in our seaters and walk tall."

16. Make a big deal of the masculine role boys can contribute. Play up the contrast. When time and comfort allow, switch roles.

17. Do be sensitive to shyness and fatigue, but deal with both objectively. Simply have a time out, a 30-second breather.

18. Work toward having the children offer compliments to one another--"He really did that well when he moved so slowly."

19. Records that may be found in the home library that have been successful in creative movement include:

    - "The Pink Panther," Henry Mancini
    - "The Good, the Bad, and the Ugly," Hugo Montenegro
    - "Scorpio," Ramsey Lewis Trio
    - "Baja Marimba Band"

RHYTHMIC MOVEMENTS*

Rhythmic movements for young children can provide experiences for fun; imitation; avenues for expressing the movements of people, animals, structures and mechanical things. In addition, children will experience developmental elements of locomotor and nonlocomotor movements such as:

Locomotor	Nonlocomotor
Walking	Bending-stretching
Running	Twisting-turning
Hopping	Swinging-swaying
Jumping	Pushing-pulling
Leaping	Hanging
Skipping	Standing
Sliding	Kneeling
Galloping	Lifting
Dodging	Pivoting

In general, rhythmic activities can provide children with opportunities to satisfy their appetites for vigorous activity, learning through exploration, expressing feelings and communicating ideas through movement and developing efficient use of the body.

I. Thing

Begin by making a thing in a large group. A thing is something that is created by each person. It is a creative invisible object that has meaning to the individual creator.

II. Small Thing Group

The thing to music can be made smooth, large, long, bouncy, springy, and bubbly. The song I have selected is "Love Theme from Romeo and Juliet" by Arthur Fiedler, Boston Pops Orchestra.

III. Conducting an Orchestra

A. The thing can then be converted into a wand to conduct an orchestra. Have each child conduct his own orchestra the best way he can.

B. Identify a leader and have that child be the conductor of the orchestra. This child leads the orchestra as though he was in a live concert. The conducting leadership is rotated to each child. Allow each conductor to lead approximately 15-20 seconds.

The song that works the best is "Raindrops Keep Fallin' on My Head" by Arthur Fiedler, Boston Pops Orchestra.

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* From class notes prepared by S. Albert Zasueta, San Diego State University, April 13, 1973.

IV. Hand Dance

A. Take a partner standing approximately 2-3 feet away. Establish one person to be a leader. To the rhythm of the music, the leader begins moving his hands (slowly) while his partner follows (with hands). Exchange leadership so that each person has a turn at leading. The hands are open, palms are held about eye level for each variation. The hand position is therefore similar to the "stick 'em up" position when being robbed.

B. The second variation to this would be to have the pairs moving away from each other and mirroring whole body parts, e.g., hands, legs, body.

C. The third variation to the hand dance would be to have each partner touch the other's hands, eyes closed. The leader, to the rhythm of the music, tells his partner a story through the use of the hands.

The tune used was the theme from "Midnight Cowboy," Arthur Fiedler, Boston Pops Orchestra.

V. Soul Movements

A. "Pluck the Fly" begins in a sitting position. This provides a few seconds of concentration to master the basic steps:

1. Hand action. Slap thighs twice and clap hands twice; repeat approximately eight counts. Slice--with the palms facing down, cross R over L twice and then L over R twice; repeat several times. Thump--with fist closed, pound R fist over L twice and then pound L fist over R. Repeat each step individually once or twice and then do them in combination. Be sure to call out the variation before changing.

2. Hitch-hike. With the right thumb in a jerking motion move the hand from low to high to a count eight. Repeat the hitch-hike with the left hand.

3. Swim. Reaching with both hands out in front, circle them to the outside and bring them back towards the chest. This action should look like the breast stroke used in swimming. Repeat this action eight counts.

4. Flap. With arms bent at the sides, flap the elbows in and out against the side of the body. This action should look like a chicken flapping its wings. Repeat for about eight counts.

5. Smoke Signals. Circle the right index finger upward above the head for approximately eight counts. Circle the other index finger (on the left hand) upwards for eight counts above head and repeat if desired.

6. Pluck the Fly. After the smoke signals, pretend to pluck an insect from the air. Place it (the insect) on the other hand and squash it and blow it away (or brush it off).

7. Standing. After the children gain basic understanding of the dance variations, have them stand and go through all the dance variations.

B. "There's a Dead Skunk in the Middle of the Road."

1. Dribble. Move either hand to the music up and down as if bouncing a ball. Have students change hands and also change lead foot--if the right hand is bouncing the ball, the right foot should lead. Repeat eight counts.

2. Toss and Catch. Extend the hands straight out in front of body as if performing a chest pass and return hands back as if catching a ball. Repeat eight counts.

3. In the Sky. Reach straight up in the sky with the hands and return hands to touch top of shoulders. Repeat eight counts.

4. Knees. Have students bend knees slightly to the beat of the music. This knee action may be used in combination with the hitch-hike or the swim.

5. Flapping Knees. Begin by flapping elbows like a chicken flapping its wings and then add the knees, flapping them in and out. (Now keep time to the music.) Repeat as many times as you dare.

6. What other variations can you conjure? Remember the rule--if it doesn't work (run) return to the basic clap of the thighs and hands and the flap and keep on going. Add as many steps and combinations of the various steps as you can and dare.

The following are songs that may work with Soul Movement variations: "Good Lovin'," "The Mar Keys Philly Dog," "SYSLJFM Song," and "There's a Dead Skunk in the Middle of the Road."

VI. Kentucky Running Step

This dance provides success in basic rhythmic movements while moving to Blue Grass Banjo style music. And in Kentucky the caller always participates.

Variations:

1. Circle. Begin with the class in small groups, circling south and then to the north. The step while circling is a shuffling of the feet with a slight bending of the knees. Try to keep the head level and don't bounce. Have group hold hands and circle.

2. Spin the Yarn. The leader who is also the caller breaks the circle and begins to spin the yarn. Going to the center, the caller merely winds his group up. All should be holding hands. If holding hands is difficult, bring a long piece of rope out (about 50 feet) and have the pupils hold on to the rope. When the caller has wound the yarn, he merely hollers, "I'm comin' out," and turns to the outside and unwinds the group.

3. Grape Stake. From the circling south steps, the caller again breaks the circle and hollers "I'm gonna Grape Stake" and goes under the arms of someone near the end. Return to the circle south.

4. Under the Mountain. The caller instructs everyone to take partners and face south. The caller turns with his partner north and goes under arms raised of all those in the group. As the new front couple passes, the next couple turns and goes under the mountain. Circle south to go into the next variation.

5. Give It a Yeller or Holler. To end this dance, the caller has the group circling south and yellers, "Bring it to the center and give it a holler." All participants follow instructions and bring it to the center and holler as well as laugh and giggle. This may be repeated as many times as you dare.

Any good banjo tune will create a good rhythm for the Kentucky Running Step. Some suggested songs might be: "Ole Molly Hare;" "Skillet Good and greasy;" "Reuben Train and Bill Mason."

Incidentally, one thing to remember--in Kentucky the caller always participates.

YAHOO

VII. Paint Your Wagon

This dance provides avenues for children to dance or move creatively to the tune of "There's a Coach Comin' In." The tune is from the film "Paint Your Wagon." The scene is one of excitement of a coach coming into town with lovely women aboard. This dance allows children to pretent they are on the coach or riding a horse, or are townspeople cheering and clapping that the coach is comin' in.

A. "There's a Coach Comin' In" variations:

1. Teacher pretends to look afar and see a coach coming.
2. Children begin clapping their hands and stomping with one foot on the ground.
3. Children continue to clap hands and begin jumping on one foot, forward, backward, and in a circle.
4. Have the children now pretend they are in the coach riding into town.
5. Now have the children pretend they are riding the horses. Keep the children moving, if possible, to the music. Extend the horse ride into a gallop; skip and jump to the rhythm of the music.
6. Combinations of the above variations may be utilized. For example, some children could be townspeople; some could be horses; others could be riding in the coach; others could be coach wheels. When the music starts, all would perform according to their parts.

B. "Born Under a Wandering Star."

After all the excitement of the coach coming into town, the children will need to cool down and this time "Born Under a Wandering Star" provides avenues for slow movements.

1. The teacher can tell the story of how quiet the town seems to be. Have the children walk around as though they were in a western town with sunset coming.

2. Have the children sit down and rock slowly to the beat of the music.

3. The song should end with the children lying down relaxing.

MOVEMENT EXPLORATION*

Young children instinctively crave exploratory action and a variety of movement experiences. When natural impulses are guided and directed, more rapid physical development can result. As children respond to purposeful stimuli, they gain confidence in controlling their bodies, in exploring new ideas, and in solving problems dealing with new situations. Children derive pleasure and satisfaction from purposefully planned movement activity and should be given many opportunities to participate freely in a great variety of these planned movement experiences.

Basic movements used in children's play and free rhythmic activities include:

- walking, running, skipping, leaping
- hopping, jumping, bending, stretching
- swaying, shaking, turning, balancing

Interrelation of these and other fundamental movements provides the basis of all movement patterns used in physical education. Furthermore, development and coordination of these basic movements, in specific combinations, ultimately lead to perfecting all sorts of specific skills which are needed for success and happiness in life.

Movement Exploration and Physical Fitness

The keynote in relating movement exploration to the promotion of physical fitness is *vigorous activity*. Children should be allowed opportunities each day to move freely, with ample space and sufficient equipment so that all may be active at one time. Time spent sitting or standing awaiting turns is thus reduced to a minimum. Directed or guided movement exploration, as well as independent experimentation, should be an integral part of the Kindergarten fitness program.

Ways of Exploring Movement

Children may be guided into countless movement patterns while sitting, standing in place, or moving from place to place. The creative teacher capitalizes on all kinds of opportunities to develop movement ability while recognizing that children

- progress at different rates
- have varied potentials
- have individual attitudes toward movement, such as fear, confidence, inadequacy, over-confidence

Movement exploration may be motivated by posing simple problems or questions related to possible reactions. Motivational devices, such as the following, may be used to encourage children to think and experiment with body movement.

Ways to Move Seated on the Floor

- What different directions can you reach with your arms?
- Can you make your arms tall? Low? Wide? Slanting?
- Is it possible to bend one arm and keep one straight?
- Can your legs stretch in different directions at the same time?
- How can you make your body round like a ball?
- Have you ever tried to make yourself flat like a piece of paper?
- What interesting shapes or designs can your body make?
- Can you be a circle? Number? Letter? Triangle?

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* Excerpted from *Children in Action, A Kindergarten Fitness Program,* Publication No. EC-81, Division of Instructional Services, Physical and Health Education, Safety, and Youth Services Branch, Los Angeles City Schools, 1964. Used with permission.

Ways to Move Standing in One Spot

- Can you stand on one foot and balance?
- How would you make your arms be wings?
- Can you lift one foot in back and bend forward?
- Can you make one small part of you move? Can you add another small part and move them both at once? Can you add a larger part and move it more slowly at the same time as the other two parts? (Child might wiggle a foot nod the head, and swing an arm slowly.)
- Can you stretch like a rubber band? Further? Further?
- If the rubber band breaks or you let go, what would happen?
- How does a baby's rattle shake? A tambourine? Jello?
- How does the short string on an autoharp vibrate? A long string? (This might lead to exploration of the meaning of *vibrate*.)
- How does the elevator in a four-story building move?
- What happens when a breeze blows? A wind? A hurricane?
- Facing someone, can you move together as if you were looking into a mirror?
- Does one of you need to be the leader when you do mirror-moving?

Ways to Move as if in a Confined Area

- Can you fit yourself into a square box? A round hatbox?
- How does a fish move in a small fishbowl? In a larger bowl?
- How would you go down a very narrow hallway? Under a low opening?
- How would you bounce if you were a rubber ball? A cotton ball?
- How would you move if you were holding something big? Heavy?
- If you were on a pogo stick, how would you move? On high stilts?
- How does a rocket move as it blasts off?
- How does a kitten settle down to sleep? How does it wake up?
- How would you move if your hands and feet were tied?

Ways to Move from Place to Place

- As you walk around the room, can you walk very high? Very low?
- Can you walk from low to high and back without changing speed?
- How would it be to walk in deep mud? On ice? Through tall grass?
- What ways are there to walk? (Baby steps, giant steps, rag doll, animals, backward, sideways, on toes, toe-heel, bent knees, etc.)
- How does a giraffe walk? An elephant? An alligator? A baby chick?
- Can you hop on one foot? Turn while hopping? On two feet at once?
- Is hopping on two feet really hopping? (No) What is it? (Jumping)
- Can you jump backward? Forward? To the sides? With feet apart?
- What animals move with jumps? (Rabbits, kangaroos, frogs, birds)
- Can you move like a rabbit? Kangaroo? Frog? Bird on the lawn?
- Can you gallop? What animals gallop? (Horse, pony, zebra)
- How does a pony gallop? A big farm horse?
- What other ways do horses move? (Walk, trot, prance)
- How does a river move? A wave? A cloud? Lightning?
- Can you move like a feather in the breeze? How does it settle?
- What would you do if a balloon burst loudly near you? (Child may do a jump or run, or combination of jump and run, hands on ears.)
- How many parts of you can move at once in different directions?
- What is the easiest movement you know? The most difficult?
- What is the fastest way you could move it you were in a hurry?
- What would you do if you were tired and sleepy?

CREATIVE RHYTHMS

To encourage movement to music, suggest pantomimes to the children. The music and rhythm of the record will determine the choice of actions.

Pantomimes Which Lend Themselves to Music

1. Taking a bath--splish, splash.
2. Being a tree growing from a seed.
3. Brushing teeth.
4. Buying food and putting it in the basket at the grocery store.
5. Flying like a bird.
6. Riding in a car, boat, airplane, train.
7. Agitating like a washing machine.
8. Bouncing like large and small balls.
9. Swimming like a tiny goldfish in his bowl.
10. Acting like a balloon fresh out of the package, never once blown up.
11. Hatching from an egg.
12. Hatching from a cocoon.
13. Coming out of a bottle like a genie.
14. Crowding like peas in a pod.
15. Swirling like clothes in a dryer.
16. Melting like butter.
17. Melting like an ice cube in the sun.
18. Burning slowly down like a candle.
19. Resting on a cloud, letting arms and legs sink into its softness.
20. Folding like a flower petal in the evening.
21. Resting like a tired butterfly.
22. Flopping like a Raggedy Ann or Andy.
23. Acting like a bullfighter.
24. Acting like a gunfighter.

25. Riding a horse.

26. Playing a game (baseball).

27. Doing familiar things (getting up in the morning, putting on houseshoes).

28. Popping like popcorn.

29. Flying like a bird in a small bird cage.

30. Mixing like an electric mixer.

31. Popping like toast in a toaster.

32. Threading a needle.

Pantomimes Which Lend Themselves to Particular Characteristics of a Shape

1. A feather or an elephant.
2. A windmill or a flea.
3. A parachute or an umbrella.
4. A tugboat or bulldozer.
5. A weighted top or fat frog.
6. A beachball or a snowflake. A speck of soap powder meeting a drop of water.
7. A tiny stream of water meeting the river that flows to sea.
8. A swarm of bees or school of fish.

Pantomimes Which Lend Themselves to Particular Objects

1. The hoop is: a ring of fire for a lion to leap through; the entrance to a cave; the mouth of a tunnel; a lily pad; a turtle's back.
2. The rope is: a wiggly snake; a flower stem growing; a noodle cooking in the pan.
3. The bean bag is: a small drum; a sticky piece of candy; a rock sinking in the ocean.

SMALL-GROUP FOLK DANCES

Physical education curriculum guides for the elementary grades contain a number of folk dances which can be adapted to small-group participation. When the dances are used in this manner, specific couple formations may usually be disregarded. If designation is necessary, substitute 1's and 2's.

Guide for Teaching Physical Education, Grades 1 and 2

Dance	Page
La Costilla	179
El Molino	182
Shoo Fly	211
Pop Goes the Weasel	214
Rig a Jig Jig	237

Guide for Teaching Physical Education, Grades 3 and 4

Dance	Page
Baker's Wife	399
La Burrita	402
Clap and Shake	408
La Costilla	411
Hitchhiker	422
Hora	423
Indian Peach Dance	427
Kalvalis	431
Papa Pata	422
Ribbon Dance	445
Tinikling	453

Guide for Teaching Physical Education, Grades 5 and 6

Dance	Page
Canadian Lancers	459
Hitchhiker	475
La Raspa	485
Si, Señor	497
Uno, Dos, Tres	503
Virginia Reel	507

RECORDINGS THAT LEND THEMSELVES TO CREATIVITY

Recording Number	Title
CWH 101-108	Basic Rhythms
RE 2	Childhood Rhythms, Series II
RE 3	Childhood Rhythms, Series III
RE 5	Children's Rhythms, Series V
KLP 2090	Children's Songs for Funness, Animal Rhythmics
LC RRC 2103	Creative and Interpretive Rhythms
CM 1024	Creative Dance, Volume II
EA AR 533	Creative Movement and Rhythmic Exploration
DIM D 101	Dance, Sing and Listen
DIM D 111	Dance, Sing and Listen Again
DIM D 121	Dance, Sing and Listen Again and Again
152.3	Discovery Through Movement Exploration
PC LPL 7015	Hop, Skip and Sing
SM GB 599	Improvisations for Modern Dance
152.3 (P-I)	Individualization in Movement and Music
PJ AED 16	Interpretive Rhythms, Volume I
EA AR 527	Mod Marches
EA AR 523	Modern Rhythm Band Tunes
Rhythms CC 610	Motivations for Modern Dance
152.3	Movement Exploration
152.3	Movin'
ACT EALP Z615	Music for Movement Expression
Rec SS SPED 128	Pre-Physical Education Through Music
SBRXTV 103082-103085	Rhythms Today
152.3	To Move Is To Be
DIM D 131	Way Out Record

INTEGRATING ACADEMIC SUBJECTS AND PHYSICAL EDUCATION

Many physically active games and relays may be easily adapted to academic subjects. By involving subject matter from math and reading with physical education, the child with motor difficulties who may "shine" during the academic part of the day may also have a feeling of success from active play. Conversely, this type of activity is also a method of insuring success to the child with good motor development who is generally poor in academics.

The activities included in this section are only a few of the many possibilities which can be utilized. Teachers have found the following suggestions helpful in planning and conducting these activities:

1. Encourage children to listen carefully to the oral responses a game may require. They will be learning from their classmates without realizing it.

2. Allow children time to devise new ways of involving academic areas with physical education.

3. Change relay teams often.

4. Use activities in this section as a good break during the day.

GAMES AND RELAYS USING MANIPULATIVE AIDS

Parachute

Math. The class is divided into two teams. Each team (half of circle) counts off consecutively. The parachute is inflated. The teacher calls a number combination. The person on each team whose number is the answer to the combination must travel around the outside of the parachute and return to his place before the center touches the floor. If the child returns to his position before the chute touches the floor, his team is given one point.

Spelling. The same procedure is used. Children are assigned words which answer questions about compound words, opposites, synonyms, contractions, etc.

Social Studies. The same procedure is used. The game is structured to involve names of states and their capitals, major cities of the United States, imports and exports of a country which the children are studying.

Hula Hoops

Math. Hoops are placed on the floor. Children line up in relay formation behind the hoops. The teacher calls a combination of numbers, e.g., 3 and 4. The first person in each line must run in and out of that number of hoops. Other methods of moving such as jumping, hopping and skipping, may be used.

Math. Children stand near their own hoops. The teacher directs the children to hop or jump around the hoop, e.g., 10-5 jumps; 4+5 hops. The children must first figure out the answer and then jump or hop the correct number of times.

Balls

Math. The class is divided into two squads for a relay, each lined up the same distance from a basketball basket. A table is placed near each basket. The first player on each team dribbles the ball to the basket, shoots a basket, and works a math problem at the table before dribbling back to the second player. (Vary ways of dribbling, e.g., feet.)

Spelling. The same procedure is used. The child spells a word to the teacher before dribbling back to second player.

Language. The same procedure is used. The child gives an example of a compound word, names two words which are opposite, etc.

Social Studies. The same procedure is used. The child names state capitals, bodies of water, imports and exports of a country, etc.

Bean Bags

Math. Before throwing the bean bag to a child, tell how you want it returned--overhand, underhand, chest pass. Call out a combination, e.g., 3 x 4. The child must give the answer and then throw the bean bag back to you.

Language. The same procedure is used with nouns, pronouns, verbs, adverbs, etc.

Science. The same procedure is used with names of planets, parts of a flower, solids, liquids, gases, etc.

GAME USING A NUMBERED HOPSCOTCH AREA

How to play The first player in the line takes a position in front of Area 1. He tosses the puck onto the hopscotch area and proceeds to play in any of the following ways:

Player progresses from section to section by either:

- Hopping on one foot.
- Jumping on both feet.
- Jumping backwards.

When he lands on the section with the puck, the child--

1. Gives a combination in math that equals that number.
2. Names imports or exports that correspond to that number.
3. Touches that number of body parts to the ground.
4. Spells a word with that many letters.

CHALKBOARD RELAY

Subject	Situation
Spelling	First child writes one of the spelling words on the board. The rest of the team must derive words from the first word written.
Math	First child writes a two-digit number on the board. This acts as the product. The rest of the children must write an appropriate problem that equals that amount.
Social Studies	First child writes the name of a country on the board. The others must list characteristics of that country.

GAMES FOR GRADES 1-2

Fire Engine

Area	35' square
Formation	Children form a single line
How to play	The class is divided into groups. Each group member is given a name/ number (see "X" below). Players are stationed back of a line 35' from the goal line. The child selected to be fire chief stands to the side at some distance from the players and gives the alarm by calling "Y" (see below). The group signaled should run to the goal line and back. The group starts running when the chief calls "fire." If the chief calls "general alarm," all run.

Subject	Variables for X	Variables for Y
Math	Number (answer)	Combination in either addition or subtraction
Spelling	Initial consonant or blends, vowel sound, number of syllables.	Words
Language	Word	Parts of speech
Language	Grammatical rule	Category (capitalization, etc.)

Object Pass Relay

Area Approximately 40' x 40'

How to play An assortment of objects (see "X" below) are required for each team. The teams are in a single file behind the starting line. A circle is drawn several feet in front of each line and the objects for each team are placed in the circle. There is also a circle several feet behind each line.

The first player in each line runs forward after the signal (see "Y" below) and picks up the appropriate object "X," returns to the starting line, and passes it down the line. As soon as one object has been started down the line the first person retrieves another object and the process is repeated until all the objects are underway. When the last player receives the object, he runs and places it in the circle behind him. If the game is repeated the players in the lines should be rotated.

Subject	Variables for X	Variables for Y
Math	Numbers	Practicing sequencing, odd or even numbers
Math	Different combinations written on cards	A number, such as a possible answer
Science	Animals	Largest to smallest
Spelling	Objects, or pictures of objects	Beginning letters, vowel or vowel sound, suffix
Language	Words printed on cards	Nouns, verbs, adjectives
Social Studies	Names of cities, states, countries, continents, etc.	Category, such as state

GAMES FOR GRADES 3-4

Bring Home the Bacon

Area	40' x 40'
Supplies	Beanbag or eraser
How to play	The players on each team line up behind the goal lines and are numbered/named (see "X" below) consecutively starting from opposite ends of the lines. A beanbag or eraser is placed in the middle of the playing area. When the signal (see "Y" below) is given by the referee, the person from each team with the appropriate number/name races to the center of the area, attempts to snatch the beanbag and return with it to his goal without being touched by his opponent.

Subject	Variables for X	Variables for Y
Math	Numbers	Addition combinations Subtraction problems
Spelling	Vowel Sounds	Words
Spelling	Numbers	Syllables, letters
Language	Contractions, synonyms, opposites	Corresponding words
Social Studies	Famous people	Titles (president, sports figure)
Social Studies	Countries*	Imports or exports
Social Studies	States*	State capitals

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* Appropriate for Grades 5-6.

The Ocean Is Stormy

Area	40' x 40'
Formation	Two parallel lines about 40' apart are drawn on the play area
How to play	All but one player line up behind a line. Each child behind the line is given a name/number (see "X" below). The fisherman wanders around the ocean. He calls "Y" (see below). The children/child whose name/number is called must run to the opposite line without being tagged. If the caller calls "The ocean is stormy," all must run.

Subject	Variables for X	Variables for Y
Language	Word	Part of speech (e.g., noun, pronoun)
Math	Number from 1-10	Problem in division
Spelling	Vowel sound	Word from the spelling list
Science	Animal	A natural environment

GAMES FOR GRADES 5-6

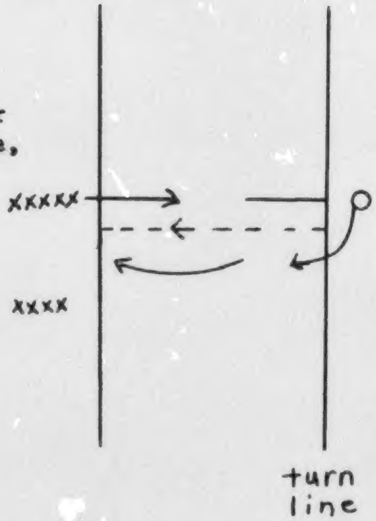
Dribble, Pivot, Pass Relay

Area Starting line and turn line 15'-20' apart

Supplies Utility ball

How to play Teams of equal number line up behind the stationary line. The first player on each team dribbles to the turn line, pivots on one foot, solves a problem, then passes the ball to the next player and goes to the end of the line.

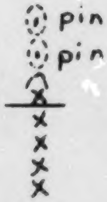
Play continues. The first team to get its lead player back to the head of the line wins.



Subject	Variables for X
Spelling	Dictionary skills
Social Studies	Canada--products, provinces
Health	Organs and related systems

Dribbling Around Pins Relay

Formation Teams line up in single file behind a starting line. Bowling pins are placed 20' and 40' in front of each team.



How to play The first player dribbles the ball up to the right of the first bowling pin, to the left and around the second, to the right (from his turned position) of the first pin, back to the starting line, and solves problem (see "X" below). Then he foot-passes to the second player and goes to the end of the line. The relay continues until all players on every team have had a turn. The team which completes play first wins.

Subject	Variables for X
Math	Geometry--recognition of geometric shapes
Social Studies	Match states, capitals, products, countries
Science	Planets (answer)

INCLEMENT WEATHER ACTIVITIES

Choosing activities to play inside the classroom on inclement days often presents a problem. Usually the need for a pause in academic work is more evident on rainy days when the children have not been able to get outside and run around and engage in big muscle activity. Extremely warm days in some parts of the city may also require physical education modification. Exercising to music, creative rhythms, and folk dancing are stimulating tools to get the child active, relieve tension, and generally offer a break from the academic areas. If the class is working on a specific unit contained in the primary grades guide appropriate dances are located within each unit.

Inclement weather may also provide an opportunity to work on individual needs in the perceptual motor areas by utilizing some of the ideas suggested under the supplemental activities for each specific need.

An inclement day can be a time when the children work on social behaviors while playing games together or it can be a time to be alone with a challenging task.

The key to successful classroom activities is to plan ahead. True, rain may come suddenly, but be prepared. Have a special place or box at your finger tips full of stimulating activities for just such an occasion.

Included in this section is a collection of inclement weather activities as well as a list of items that can be successfully used to improvise constructive activities.

An IMC film, "Physical Education Activities in the Classroom," shows rainy-day activities performed in the classroom including calisthentics, relays (non-running), throwing skills, and rhythms.

INCLEMENT WEATHER GAMES

Seven Up

Type -Quiet game

No. of players -Any number

Formation -All in seats. Leader and seven players stand in front of the class.

How to play -The leader says, "Heads down." All place heads on desks with eyes closed and one forearm raised in air, elbow on desk. Each of the seven in the front of the room touches someone's hand; that person immediately lowers his arm. When all seven have returned to the front of the room, the leader says, "Heads up." The seven who were tagged rise and, as they are called on by the leader, they guess who tagged them. If they guess right they join the line, and the persons who tagged them take seats.

Skills -Listening, observation, guessing

Safety precautions -See that children just touch the hand, no tapping or hitting. Caution them to watch for feet in the aisle.

Teaching suggestion -The procedure may be adapted by having fewer than seven up.

Tissue-Paper Race

Type -Relay

No. of players -4 to 20 divided into equal teams

Supplies -For each team: one 5 x 8 index card, one piece of colored tissue paper about 3" square.

How to play -The teams stand in single file facing a goal (line or object) approximately 6' away. At a signal, the first child, using his card as a fan, fans his piece of tissue paper toward the goal. When his paper goes over the goal, he picks the paper up and takes it back to the next player on his team. The group finishing first wins.

Skills -Patience and perseverance

Safety precaution -Leave enough space between teams so that runners will not hit each other.

Teaching suggestion -Twist the tissue paper in the center so that it will flutter more easily.

Aisle Pass Relay

Type	-Relay
No. of players	-Any number; equal teams
Supplies	-Two or three beanbags for each team.
How to play	-Arrange teams in rows with aisles between. (Teams can stand in rows in any cleared space.) The first player in each row has two or three objects to pass. At a signal, he passes each object in turn over his left shoulder to the player behind him, who in turn relays it to the next. When the last player has received all the objects, he calls "Turn," and the row faces about in the opposite direction. The objects are then passed back to the front of the row. The first team returning all objects to the original leader wins.
Skill	-Passing and receiving objects
Safety precaution	-Discuss the care necessary in passing objects.
Teaching suggestion	-Alternate the method of passing objects.

Peg Balance

Type	-Relay
No. of players	-Any number divided into equal teams
Supplies	-For each team: 3/4" x 6" dowel, table
Formation	-Teams are seated. Dowels are balanced on end on tables an equal distance in front of each team.
How to play	-Players are numbered consecutively. Each player in turn runs forward, picks up the peg, and turns it over so that it is balanced on its opposite end.
Variation	-This may be a game for scoring points if a leader is picked to call one number at a time and points are kept for first, second and third places.
Safety precautions	-Be sure that aisles are unobstructed and that feet are kept under seats.
Teaching suggestions	-The dowel must be balanced before the player returns to his seat, otherwise he must go back and reposition it. A judge may be picked to determine the accuracy of handling the pegs.

Dog and Bone

Type -Quiet guessing game

No. of players -Any number; two are active at one time

Supplies -An eraser representing a bone

How to play -Players form a single circle, facing in. One child (the dog) is in the center of the circle, eyes closed, head down. The bone is placed behind the dog.

The game leader silently indicates a circle player who must try and get the bone. If the dog hears any noise, he says "Bow wow," and points in the direction of the noise. If he is correct, the player must go back. If he is wrong, the person continues coming. Should a child get the bone, the group may clap. That child then becomes the dog, and the dog joins the circle.

Skill -Moving quietly; body control

Safety precaution -Only one player at a time goes for the bone.

Teaching suggestion -Be sure the circle is large enough. Shoes may be removed.

Squirrel and Nut

Type -Chasing game

No. of players -15 to 30; two are active at a time

Supplies -A nut or a small object representing a nut

How to play -One child is picked to be the squirrel. The other players remain at their seats, eyes closed, heads bowed on desks, one hand stretched out. The squirrel tiptoes around the room and places the nut in one of the outstretched hands. The player receiving the nut chases the squirrel to his seat, trying to catch him. The person with the nut is "It" if he fails to catch the squirrel.

Skill -Running quietly in the room

Safety precaution -Children should fold their feet under their chairs so that no one will be tripped.

Teaching suggestion -The game may be played at Christmastime and called "Santa Claus."

Bounce Ball Race

Type -Skill game

No. of players -Any number; two are active at one time

Supplies -Two inflated rubber balls of any size.

How to play -Two lines of players face about 15' apart with two circles, 6' in diameter, drawn midway between them. The children number off consecutively and take turns from each side as numbered. At the teacher's signal each player bounces his ball around the circle for his side. The one who gets around the circle first makes a point for his side.

Skill -Bouncing a ball around a circle.

Safety precaution -Allow ample space for the game.

Teaching suggestion -Match players according to ability. The game may be played as a relay when skill is adequate.

Keep a Secret

Type -Guessing game

No. of players -Any number

Supplies -Small object to be hidden.

How to play -All children are seated at desks, with the same number in each group or row. Children of one group bow their heads and close their eyes while the game leader hides the object. At a signal those children raise their heads, leave their desks, and hunt for the object. As each one sees it, he goes to his seat without saying a word or making a motion that will give it away. Anyone giving away the hiding place becomes a prisoner, as does the last person to find it. After all rows have had a turn, repeat, leaving the prisoners out.

Safety precaution -Legs should be kept out of aisles.

Teaching suggestion -"I Spy" is a similar game.

Who Has the Ring?

Type -Circle game

No. of players -Any number

Formation and supplies -Arrange the group in a circle. Place a ring on a string that goes completely around the circle. One person stands in the middle.

How to play -The group passes the ring along the string from one player's hands to another's. The person in the center tries to catch someone with the ring and may grasp the hand of any player he suspects. The players may pass the ring in either direction and should try in every way to fool the player in the center.

Skills -Observation, passing

Teaching suggestion -Vary the positions of the players in the circle.

Musical Elbows

Type -Movement to music.

No. of players -15 to 38

Supplies -Record and record player

How to play -This game is played like musical chairs except that the players try to get an elbow instead of a chair. Boys stand in a column at arm's distance apart. The first boy in the column puts his left hand on his hip, the second boy puts his right hand on his hip, the third boy puts his left hand on his hip, and so on down the line.

Choose one more girl player than there are boys in the column. The girls march around the column while the teacher plays a record (or beats a triangle; claps hands). When the music stops, each girl tries to hook elbows with one of the boys. The girl without an elbow drops out. Drop one boy from the column to make one less boy than girl for each turn. Play until a winner is declared.

Skill -Alertness, swift reaction

Safety precaution -Boys should be spaced evenly.

Teaching suggestion -Vary the game using both boys and girls in the columns.

Change Seats

Type -Group with leader

No. of players -Any number

Formation -Children are seated with one leader standing.

How to play -Players remain in their seats but change on command in the direction stated by leader--"Change front," "change rear," "Change left," "Change right." The leader then tries to occupy one of the seats. The player who is left without a seat becomes the leader.

Skills -Alertness; swift reaction

Safety precaution -have plenty of room.

Teaching suggestion -Several leaders may be used.

Two Deep

Type -Chasing game

No. of players -Any number; two are active at one time

Formation -Children are seated in a circle with two players, "It" and a runner, standing.

How to play -Basic directions are the same as for the outdoor "Two Deep" game (See *Guide for Teaching Physical Education, Grades 1 and 2*, p. 177). "It" chases the runner around the circle. When the runner sits in a seat occupied by another player, the seat occupant must get out of the seat and run. If the runner is tagged before he forces someone out of his seat, the runner becomes "It."

Skills -Alertness; swift reaction

Safety precaution -Have plenty of room.

Teaching suggestion -Vary the game by walking instead of running.

Colors

Type -Hunting game

No. of players -10 to 12

Formation and supplies -A circle of chairs faces out. Each chair seat contains a different colored paper square or disc. Music or recording with suitable rhythm.

How to play -Children form a large circle around the chairs, leaving enough room for the players to skip between the circle and the chairs. On signal each child, as his name is called, skips to a chair, picks up the color and holds it up for all to see, says the name of that color in a clear, loud voice, and sits down. When all chairs are filled, the teacher calls a child who knows all the colors to skip around the circle calling out the colors as he passes them. As each color is called, the child with that color rises and skips after the leader around the circle.

Skills -Recognition of colors; skipping

Safety precaution -Children should skip far enough from the chairs so that they will not trip.

Teaching suggestion -Flash cards may be used for practicing new words instead of colors.

Draw Your Hand

Type -Relay

No. of players -Any number divided into equal teams

Supplies -Chalkboard space and a long piece of chalk for each team.

Formation -Players are seated. The players on each team have about the same distance to go to the chalkboard.

How to play -The first player in each group runs to the chalkboard and draws an outline around his own hand, including part of the wrist. Then he runs back and gives the chalk to the second player, who repeats the action.

Skills -Handling chalk, moving swiftly in close quarters

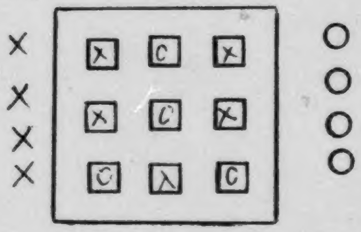
Safety precaution -See that feet are kept under tables so that aisles are clear.

Teaching suggestions -Before starting, practice drawing some hand outlines to be sure that all understand how to make them. This may be used as a game, with points scored for complete drawings, for finishing first, and so forth. For this, a leader is needed to call matched numbers in turn.

Fifty-Six (Buzz)

Type	-Number game
No. of players	-Any number divided into two teams
Formation	-Each team is seated in a circle.
How to play	-Using 7 as the number which can never be voiced, the players start counting aloud going clockwise around the circle. When the counting reaches any number which includes a 7 or a multiple of 7 that player must clap his hands and say "Buzz" instead of saying the number. After each clap the play reverses and goes in the opposite direction. Example: 1, 2, 3, 4, 5, 6, clap, "Buzz." Opposite direction 8, 9, 10, 11, 12, 13, clap, "Buzz," and change directions. The two teams play simultaneously. When either team makes an error, that team must start over beginning at 1. The object of the game is to see which circle can reach 56 first.
Skill	-Alertness, listening
Teaching suggestions	-To make the game more difficult, use the numbers 5 and 7. On 5, clap and say "Fuzz," and on 7, clap and say "Buzz."

Human Tic Tac Toe

Type	-Quiet chair game
No. of players	-Any number divided into two equal teams
Formation	-Nine chairs are arranged in three rows. 
How to play	-The game is played exactly like the pencil and paper game. Members of one team are "O's" and members of the other team are "X's." Players sit one at a time as their turn comes up. The team wins which first gets three in a line—horizontally, vertically, or diagonally.
Skills	-Observation; moving quietly
Teaching suggestion	-Insist that all players play independently.

Human Checkers

No. of players -Three boys and three girls sit on chairs as shown in the following diagram:

G G G   B B B

1 2 3 4 5 6 7

Supplies -Seven chairs

How to play -The object of the game is to exchange seats--the girls moving to where the boys are sitting and the boys moving to where the girls have been sitting.

A girl may move to a seat next to her, or she may "jump" a boy to take an empty seat. In like manner, a boy may move to an empty seat next to him or he may jump a girl to obtain an empty seat. A girl may not jump another girl, nor may a boy jump another boy. Unlike real checkers, in order to achieve the object of this game, either group may take more than one move in succession when required.

The solution below shows how the exchange of seats might be brought about.

Solution -If a girl starts the game, the solution is as follows:

-Girl sitting in chair No. 3 moves to chair No. 4
-Boy in chair No. 5 jumps her to sit in chair No. 3
-Boy moves
-Girl jumps
-Girl jumps
-Girl moves
-Boy jumps
-Boy jumps
-Boy jumps
-Girl moves
-Girl jumps
-Girl jumps
-Boy moves
-Boy jumps
-Girl moves

Hunter-Gun-Rabbit

Type -Non-active (The fun of this game is not so much in what the players do but in how they look while they are doing it.)

No. of players -Any number divided into two teams

Formation -Two teams line up, facing, in single file

How to play -This game is on the same principle as the old hand game, "Rock-Scissors-Paper." Each of the two teams tries to outguess the other. Players take turns giving the word, and each team must follow its leader and assume the position the word directs:

- -Hunter - Arms folded.
- -Gun - Arms extended imitating holding a gun.
- -Rabbit - Hands placed on head like a rabbit's ears.

Score is kept for a definite number of games as follows:

- -Hunter scores over Gun (because the hunter controls the gun).
- -Gun scores over Rabbit (because the gun can kill the rabbit).
- -Rabbit scores over Hunter (because the rabbit can outrun the hunter).

Skills -Observation; alertness

Beast, Bird or Fish

Type -Group with leader

No. of players -Any number

Supplies -Bean bag, soft ball, sponge, eraser or any kind of soft or harmless object. All of the players except one are seated.

How to play -The standing player who is "It," holds the ball or object. At a signal by the game leader, "It" throws the object to a seated player, at the same time calling one of three words: beast, bird, or fish. The player who catches the object must call a name of one of the species named. As soon as "It" calls a name and throws the object, he starts to count to ten. If the player who caught the object fails to name the species called before "It" gets to ten, he must take "It's" place; otherwise "It" must repeat for a specific number of times agreed upon by the players. In case the person to whom the object is thrown fails to catch it, he must recover it and return to his place before calling the name of a beast, bird or fish.

Skill -Throwing and catching

Safety precaution -Allow room for all to throw and catch.

Teaching suggestion -Vary the types of throw--overhand, underhand, chest pass.

Train Wreck

Type -Chair changing.

No. of players -15 to 20

Supplies -Chairs arranged in a circle; list of states

How to play -The players are seated in a circle. One or two players are in the center of the circle without chairs. Each player (including the center players who will try to secure chairs) selects the name of a state. More than one player may have the same state. The leader directing the game has a card with the names of all the players' states listed.

The leader calls out the names of four or five states; for example, "Florida, California, New York, Washington,.."

-If the leader then calls "All aboard!" the players whose states are called change places while the center players scramble to secure chairs.

-If the leader calls the names of the states and then calls "Train wreck!" all players must change places.

Skills -Listening, alertness

Safety precautions -Insist that all players take hold of the chair before sitting in it in order to prevent the chair from overturning.

Teaching suggestions -Make sure the leader, during the course of the game, calls all the states listed so that every player will have a chance to move. Vary the way the players are to move to their new places--hopping, jumping, etc.

Do This and Add Something

Type -Circle game

No. of players -Any number

Formation -Children are seated in a circle with one player in the center.

How to play -The player standing in the center points to another and makes a motion or says something. The player pointed to stands, repeats the motion, adds another, and points to a third player. The third player stands, repeats the two motions and adds a third. So it goes around the circle. If anyone makes a mistake or forgets the sequence, he is out of the game.

Skills -Listening, observation, alertness

Teaching suggestion -Vary the game by starting out with "I am going on a trip and I will take ________________ with me." Each person adds something different.

Line Laugh

Type -Team game

No. of players -Any number

Formation -Players form two lines with an equal number of players in each line. Lines are spaced 6' apart, facing each other.

How to play -On the game leader's signal, the first player of one team steps forward and in one minute makes every effort to get the first player of the other team to laugh or smile. He may make any funny face or use any method which he feels will get a laugh, but he must not touch the person or step over a designated line If he succeeds, the player must come over to that person's team. The greatest number laughed down determines the winning side.

Skills -Patience and perseverence

Teaching suggestion -Vary the game by allowing the children to use one or two objects which may help to make the other person laugh.

Jack-in-the-Box

Type -Group with leader

No. of players -Any number, all active

Formation -Scattered formation; can be at seats

How to play -When the leader says, "Jack-in-the-box," everyone stoops. When he says, "Jack-out-of-the-box," everyone stands. Any child not following directions sits down. The last one to remain standing wins.

Skills -Agility; alertness to commands

Safety precautions -Allow enough space for all players. Caution children about stooping too close to desks, tables or other objects to avoid bumping chins on them.

Teaching suggestion -Give commands more rapidly as children become more familiar with the game.

Hot Potato

Type -Circle game

No. of players -12 to 25

Supplies -Large sport ball, soccer ball, or volleyball

Formation -Single circle, facing in; one child in center

How to play -"It" tries to roll the ball outside the circle. The circle players try to keep the ball from going out. When the ball comes near a circle player, he bats or rolls it back into the circle. If the ball does go out, the child past whose right side it rolls, becomes "It."

Skills -Catching and rolling a ball.

Safety Precautions -The ball must be kept on the floor. It may not bounce out but must roll past the player to designate a new "It."

Teaching suggestion -Circle players will have more fun if they work together and keep the ball rolling around away from "It."

Beanbag Throw

Type -Target

No. of players -5-7

Supplies -Three to six beanbags

Formation -Children seated at one side of a throwing aisle

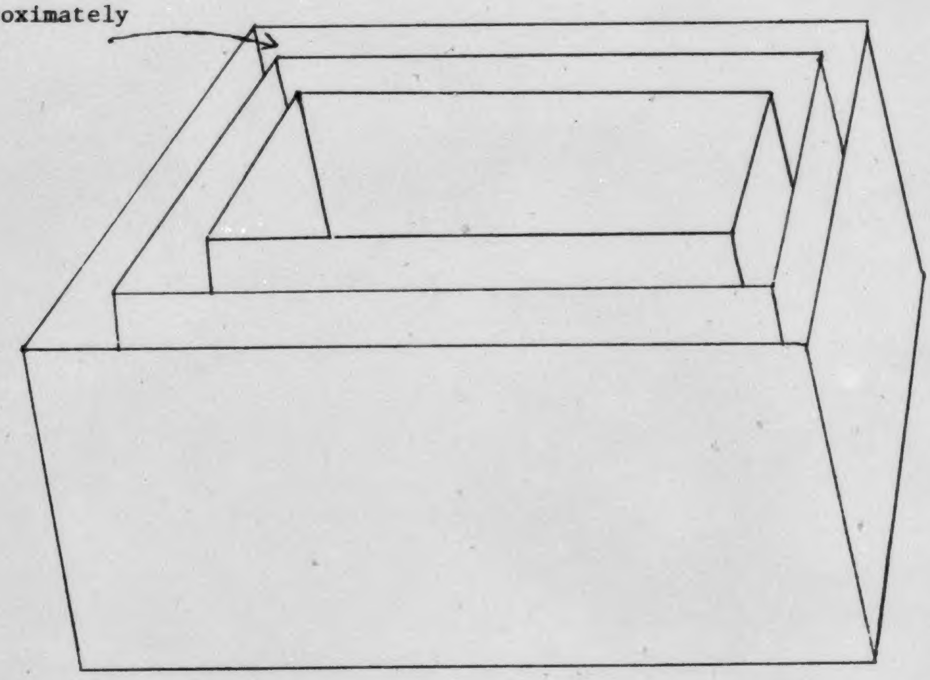
How to play -Draw a circle about 2' in diameter on the floor. Players stand approximately 5' away and toss the beanbags into the circle. Each player throws all the bean bags--three beanbags, three throws, etc.

Skill -Throwing at a target

Safety precautions -Have players throw underhand. Keep players in back of thrower or well off to one side.

Teaching suggestions -See that the throwing distance is not too far for children to succeed, yet challenges their throwing ability. Arrange players so that they may see the thrower. The next player in line picks up the bags before he throws.

For this and following beanbag games, a beanbag box may be made. See the sketch below.



Leave approximately 6" spaces.

Basket Beanbag

Type	-Target
No. of players	-5 to 10
Supplies	-Beanbags; basket (or beanbag box)
Formation	-Single line
How to play	-Children toss beanbags into the basket from a distance of approximately 5'. They take turns consecutively down the line.
Skill	-Throwing at a target
Safety precaution	-See that children use an underhand throw.
Teaching suggestions	-Have participants face the class so that all may see clearly. Change teams often and let all keep score on scratch sheets at desks. Keep distance to the basket within the ability range of the players.

Beanbag Target

Type	-Target
No. of players	-5 to 7
Supplies	-Beanbags (3 to 5); bean bag box (see description with "Beanbag Throw" game).
Formation	-Children line up facing the bean bag box and about 8' away. If no beanbag box is available, draw three concentric circles with 3', 2', and 1' diameters.
How to play	-Each player throws all the beanbags, one at a time, at the target and keeps his score. Score is counted as three points for bags landing in the smallest area, two points for the next larger, and one point for the largest. Players take turns.
Skill	-Throwing at a specific target
Safety precautions	-See that children throw underhand, that they wait for their turns, and that the next thrower gets the bags.
Teaching suggestion	-Two larger circles or boxes may be used first and, as skill grows, the center circle or box may be added.

IMPROVISERS
To Have on Hand

BALLOONS

STRAWS

SPOONS

COTTON BALLS

FANS OR PADDLES

YARN BALLS

BEAN BAGS

NERF BALLS

STRING

WASHERS OR NUTS

PAPER CUPS

YARN POI POI BALLS

RING TOSS

JACKS

PUZZLES

CREATIVE MOVEMENT RECORDS

QUIET PARTNER GAMES OR GROUP GAMES

SPECIAL STORY BOOK

CROSS WORD PUZZLES

MAGIC TRICKS

GLOSSARY OF TERMS

Auditory	- Sense of hearing.
Axial skills	- Movements that center around the trunk of the body; feet stationary.
Balance	- The ability of an individual to maintain equilibrium relative to gravity.
Bilaterality	- Using both sides of the body in a simultaneous and parallel fashion.
Body image	- Complete awareness of one's own body and its possibilities of movement and performance.
Conditioning	- Performing activities that develop endurance and strength and increase flexibility and coordination of the body.
Cognition	- A general term covering all the various modes of knowing; perceiving, reasoning, concerning, judging and imagining.
Crawl	- Moving slowly, drawing the body along the ground on hands and knees.
Creep	- See crawl
Cross-lateral	- Simultaneous use of different limbs on opposite sides of the body, or the moving of the same limbs simultaneously but in opposite directions.
Depth perception	- Perception that involves distance, and perception up, down, and to the side of the person that is the point of reference.
Directionality	- Being aware of left, right, front, back, up and down as one moves in space moving away from the body.
Dominant	- The side of the body that is preferred or used more; left or right.
Dynamic balance	- Maintaining balance in all possible movement patterns.
Eye/hand coordination	- Using the eyes to guide the hands as they work as a team.
Figure ground perception	- The figure is that part of the field of perception that is the center of one's attention. When attention is shifted to something else, the new focus of attention becomes the figure and what was previously the figure recedes into the ground. An object to be perceived accurately must be perceived in relation to its ground.
Fine motor	- Use of the small muscles, principally those of the eyes, fingers and toes.

Follow through	- To continue and complete an action after throwing, catching, striking or kicking.
Gross motor coordination	- Ability to control the whole body in simple locomotor activities. Use of large muscles.
Haptic	- Perception of touch by fingertips.
Kinesthetic	- Involves the muscular movement necessary for exploration by touch using varying degrees of pressure.
Laterality	- Complete awareness of the two sides of the body and the ability to use each separately or both together as the task demands.
Locomotor	- Movements that take the body from one place to another.
Midline	- The child's own center of gravity. Crossing the midline is the act of moving the hands across the imaginary center line.
Mixed laterality	- When there is not a dominant side.
Motor	- That which involves movement.
Motor development	- Refers to the degree of control one has over his body movements.
Movement education	- Learning to move the body in the most efficient way.
Nonlocomotor	- Movements that do not involve covering a distance.
Ocular pursuits	- The act of following a moving target with the eyes.
Ocular span	- The width and distance the eyes see when the head is held still.
Perception	- An experience or sensation combined or integrated with previous experiences which give it added meaning. It is controlled by stimuli received, memory and motivation. It is a process that occurs in the brain.
Perceptual constancy	- The ability to perceive that an object possesses unchanging properties such as a specific shape, position, size, brightness and color, in spite of the variability of the image the object makes on the eyes.
Perceptual motor	- The combined processes of input (sensory or perceptual activities) and output (motor or muscular activities).
Position in space	- Perception of the relationship of an object to the observer.
Posture	- A dynamic shifting control of one's body, which to be "good" should be erect, loose, flexible and comfortable.

Resistance - Nonlocomotor movements that involve a force.

Space - The area in which the child exists and moves.

Spacial orientation - The ability to perceive the position of two or more objects in relation to one's self and in relation to each other.

Static balance - Maintaining balance in all stationary positions.

Sustained movements - Motor skills executed consecutively for a number of times or continued for an interval or use.

Tactile - That which is perceived by the sense of touch.

Unilateral - Using one side of the body.

Vision - A good working relationship between eyes and mind.

Visual motor coordination - Ability to coordinate vision with movements of the body or with movements of a part of the body.

Visual perception - The ability to recognize and discriminate visual stimuli and to interpret these stimuli by associating them with previous experiences.

Warm-up - Activities that prepare the muscles and joints of the body for the vigorous activity to follow.

AUDIO-VISUAL MATERIALS SUITABLE FOR PHYSICAL EDUCATION

The audio-visual materials listed on pp. 318-26 may be ordered from the Instructional Media Center.

FILMS

Ball Skills
Basic Ball Dribbling
Basic Elementary Basketball Skills
Basic Movement Skills
Beginning Good Posture Habits
Beginning Tumbling
Bicycle Riding Reminders
Bicycle Rules of the Road
Beginning Responsibility (Eight films involved)
Bewegungserziehung IM I. U.Z. Schuljan 1 Teil (Tumbling)
Bewegungserziehung IM I. U.Z. Schuljan 2 Teil (Tumbling)
Big and Little

Children Dance
Children Work and Play Around the World
Circus Animals

Dance with Joy
Discovering Rhythm

Everybody Wins (Fundamental skills)

Fairness for Beginners (Sportsmanship)
Finding Your Way to School Safely
Fitness Challenge
Fitness Skills for Children: Move Better
Fun with Parachutes
Fundamentals of Soccer

Game (Making decisions)
Grace in Motion

Hiking Is Fun
Holiday from Rules

If Bicycles Can Talk
I'm No Fool as a Pedestrian
I'm No Fool Having Fun
I'm No Fool with a Bicycle

Just for the Fun of It
Just Like a Car (Bicycle safety)

Learning Through Movement
Let's Play Fair
Let's Play Safe
Long Rope Jumping
Lucky You

Mechanical Capers for Fun and Fitness
Movement, Copy B
Movement Everywhere
Movement Exploration
Movement Exploration: What Am I?

Per, Pop, Sprinkle (Perceptive movements)
Physical Education Activities in the Classroom
Play Ball Son! (Part 1)
Play Safely
Playground Safety
Playing Better Basketball
Playing Together
Posture in Motion
Posture Pals

Rest That Builds Good Health
Rhythm and Movement in Art
Rhythm in the Zoo
Rhythmic Ball Exercises
Rhythmic Ball Skills
Rope Jumping
Rope Skipping: Basic Steps

Safety As We Play
Safety on the Playground (2nd edition)
Schools and Safety: David Won't Be Here Today
Seven Rules of Bicycle Safety
Simple Accident
Simple Stunts
Sleep for Health
Small Group Games with the Big Ball
Softball Fundamentals for Elementary Schools
Softball: Skills and Practice
Split the Ring
Square Dancing

Teaching Children's Basketball
Thinking, Moving, Learning
Three Deep
Time of Our Lives (Fitness)
Tinikling: The Bamboo Dance
Tumbling II, Progression of Skills
Tumbling - Elementary for Boys and Girls
Tumbling - Intermediate for Boys and Girls
Tumbling - Primary Skills

Visual Perception and Failure To Learn
Volleyball: Skills and Practice

We Play and Share Together
What Is Rhythm?
What Will Kevin Do? (Making decisions)
Who Needs Rules?
Why Exercise?
Why Man Creates
Why Physical Education?
Why Take Chances?

Your Bicycle and You
Your Posture

ONE-COPY FILMS

Because the Instructional Media Center has only one copy of these films, they must be ordered well in advance of their planned use date.

American Square Dance
Anyone Can: Learning Through Motor Development

Beat Ball
Building Children's Personalities with Creative Dancing

Creative Drama - The Last Steps

Exercise and Health

Flabby American
From Here to There (Movement for the blind)

Head to Toe (Body parts)

If Kangaroos Jump, Why Can't You?
Introduction to Dance

Jumprope (Copy B)

Let's Polka
Let's Schottische

Organizing Free Play

Perceptual Movement Activities
Physical Fitness and Good Health
Planning Creative Play Equipment for Young Children (Outdoor)
President's Message to Schools

Rhythmic Ball Exercises

Safety on the Playground (Copy B)
Show Me
Split the Ring
Square Dance 3: Grapevine Twist
Squirrel in the Trees

Tribal Dances of West Aftica

Up and Over (Use of the stegel)

Youth Physical Fitness: A Basic Program

RECORDINGS (IMC)

Number	Title
Rec FE 4502	African and Afro American Drums
Rec ACT AR 37	All American Dance Winners 37
Rec ACT AR 38	All American Dance Winners 38
Rec ACT AR 39	All American Dance Winners 39
Rec BOW B575	Another Rainy Day Record
Rec CWH 101-108	Basic Rhythms
Rec CAP ST 2080	Beatles' Second Album
Rec ATCO SD 33-237	Beat Goes On
Rec VIC WEPR 22	Boston Pops Marches
Rec BOW B 216	Canadian Folk Dances
Rec RE I	Childhood Rhythms, Series I
Rec RE 2	Childhood Rhythms, Series II
Rec RE 3	Childhood Rhythms, Series III
Rec RE 5	Children's Rhythms, Series V
Rec ST 1101	Children's Creative Play Songs, Volume I
Rec ST 1102	Children's Creative Play Songs, Volume II
Rec ST 1103	Children's Creative Play Songs, Volume III, Holidays
Rec ST 1105	Children's Creative Play Songs, Volume V, Activity
Rec KLP 2070	Children's Songs, "Exercise Is Kid's Stuff"
Rec KLP 2090	Children's Songs for Funness, Animal Rhythmics
Rec 152.3 (P-I)	Coordination Skills
Rec LC PRC	Creative and Interpretive Rhythms
Rec CM 1024	Creative Dance, Volume II
Rec EA AR 533	Creative Movement and Rhythmic Exploration
Rec DIM D 101	Dance, Sing and Listen
Rec DIM D 111	Dance, Sing and Listen Again
Rec DIM D 121	Dance, Sing and Listen Again and Again
Rec RE 4	Dances for Children
Rec BOL 55	Dances, Part I
Rec BOL 56	Dances, Part II
Rec BOW 1	Dances of Early California Days
Rec BOW B217	Dances of Hawaii, Ancient and Modern
Rec BOW HD 1-3	Dances of Hawaii, Ancient and Modern (Manual)
Rec EA ALB 32	Dances Without Partners, Album 32
Rec EA ALB 33	Dances Without Partners, Album 33
Rec EA ALB 46	Dances Without Partners, Album 46
Rec 796.3	Danish Ball Rhythms
Rec 152.3	Discovery Through Movement Exploration
Rec 796.41 (P-I)	Elementary Rhythmic Rope Jumping
Rec 793.3	Ethnic Dances of Black People Around the World
Rec 371.73	Fifteen for Fitness (I)
Rec CM 1046	Finger Play, Volume II
Rec PIO 3003-3004	Folk Dance Tunes
Rec BOW BR 4	Folk Dances
Rec BOW B 205	Folk Dances, Album 5, American
Rec Rhythms A 106	Folk Dances from Round the World, Series I
Rec Rhythms A 108	Folk Dances from Round the World, Series III
Rec Rhythms A 109	Folk Dances from Round the World, Series IV
Rec Rhythms A 110	Folk Dances from Round the World, Series V
Rec Rhythms CC 601	Folk Dances from Round the World, Volume I

Number	Title
Rec Rhythms CC 602	Folk Dances from Round the World, Volume II
Rec Rhythms CC 603	Folk Dances from Round the World, Volume III
Rec Rhythms CC 604	Folk Dances from Round the World, Volume IV
Rec Rhythms CC 605	Folk Dances from Round the World, Volume V
Rec Rhythms CC 608	Folk Dances of North America
Rec 372.21	Follow Me: 10 Lively Songs to Help Children Learn
Rec HOC HLP 30-22	For Dancing Only, Latin Style
Rec SIO 6001	Fundamentals of Square Dancing
Rec SIO 6002	Fundamentals of Square Dancing, Level 2
Rec SIO 6003	Fundamentals of Square Dancing, Level 3
Rec Rhythms CC 619	Good Neighbors: A Festival of Latin American Dances
Rec WIN A 7S1	Happy Hour Records, Volume III
Rec WIN A 7S2	Happy Hour Records, Volume IV
Rec WIN A 7S3	Happy Hour Records, Volume V
Rec WIN A 7S4	Happy Hour Records, Volume VI
Rec BOW 1553-55	Holiday Rhythms
Rec SDA 6ED	Honor Your Partner, Album 6
Rec SDA 12	Honor Your Partner, Album 12, Rope Skipping
Rec SDA HYP 22	Honor Your Partner, Album 22, International Folk Dances
Rec SDA HYP 23	Honor Your Partner, Album 23, Primary Musical Games
Rec 613.7	Honor Your Partner, Album 16, Advanced P.F. Activities for Women
Rec 371.73	Honor Your Partner, Album 24, Fitness Fun for Everyone
Rec 613.78	Honor Your Partner, Album 25, Postural Improvement
Rec PC LPL 7015	Hop, Skip and Sing
Rec LON LD 9071	Hungarian Dances
Rec SM GB 599	Improvisations for Modern Dance
Rec 152.3 (P-I)	Individualization in Movement and Music
Rec TIKVA T 106	Israeli Folk Dance Medley
Rec PJ AED 16	Interpretive Rhythms, Volume I
Rec PJ AED 17	Interpretive Rhythms, Volume II
Rec PJ AED 18	Interpretive Rhythms, Volume III
Rec MAC GR 617	Jessie Polka
Rec BOW BR 6	Latin American Folk Dances
Rec 152.1 plus manual (K-P)	Learning Basic Skills Through Music, Volume I
Rec 152.1 KP	Learning Basic Skills Through Music, Volume II
Rec K-P 152.1	Learning Basic Skills Through Music, Building Vocabulary
Rec 613	Learning Basic Skills Through Music, Health and Safety
Rec VIC LE 3002	Let's Square Dance, Album No. 3
Rec VIC LE 3003	Let's Square Dance, Album No. 4
Rec VIC LE 3004	Let's Square Dance, Album No. 5
Rec 152.3	Lummi Sticks
Rec BOL 54	Marches
Rec FOLK F 1178	Maypole Dance
Rec BOW 1566	Mexican Folk Dances
Rec BOW B211	Mexican Folk Dances
Rec EA AR 527	Mod Marches
Rec EA AR 523	Modern Rhythm Band Tunes
Rec Rhythms CC 610	Motivations for Modern Dance by Ruth White
Rec 152.3	Movement Exploration
Rec 152.3	Movement Fun (Manual)
Rec 152.3	Movin'
Rec BOW B144S-145S	Music of the Black Man in America

Number	Title
Rec KLP K 6070	Music for Creative Movement, Series I
Rec KLP K 6080	Music for Creative Movement, Series II
Rec VIC E2KP 1297	Music for Dance, Series I
Rec HOC HLP 3053	Music for Modern Dance
Rec ACT EALP Z615	Music for Movement Expression
Rec BOW B 2050	Music for Physical Fitness
Rec FOLK FC 7654	Negro Folk Rhythms
Rec SMC 1030	Pan American Folk Dances
Rec 371.73	Parachute Activities with Folk Dance Music
Rec KLP 1066	Physical Fitness and Self Expression for TE, Younger Set
Rec KLP 1088	Physical Fitness and Self Expression for TE, Younger Set
Rec KLP 1055	Physical Fitness for the Younger Set
Rec 796.4	Physical Fitness for Preschool
Rec 796.4	Physical Fitness for Primary Children
Rec 796.4	Physical Fitness for Intermediate Grades
Rec Rhythms CC 618	Play Time Rhythms
Rec SS SPED 130	Pre-Dance Activities
Rec SS SPED 128	Pre-Physical Education Through Music
Rec 796.4	Preschool Activities
Rec EDR XTV 69279	Promenade Home
Rec BOW 1550 52	Rhythm Time
Rec BOW B301	Rhythm Time, No. 1
Rec BOW B302	Rhythm Time, No. 2
Rec ACT HYP 501	Rhythmic Activities
Rec KLP 1077	Rhythmic Activities and Physical Fitness
Rec 371.73	Rhythmic Parachute Play
Rec 371.73	Rhythms for Physical Fitness, Primary
Rec 371.73	Rhythms for Physical Fitness, Intermediate
Rec EA ALB 29	Rhythms for Today
Rec Rhythms CC 615	Rhythms Hour
Rec SBRXTV 103082-103085	Rhythms Today
Rec BOW B 2056	Rounds and Mixers, Old and New
Rec 614.86	Safety on a Bicycle
Rec EA LP 507	Singing Action Games
Rec 1511-14	Singing Games, Album I
Rec BOW 151-18	Singing Games, Album II
Rec BOW B203	Singing Games and Folk Dances, Album III
Rec Rhythms CC 606	Singing Games from Many Lands
Rec BOW 2010 2012, 45 rpm	Singing Square Dances, Album I
Rec BOW 2013 2015	Singing Square Dances, Album II
Rec BOW 2016-2018	Singing Square Dances, Album III
Rec Folk FC 7029	Skip Rope Games
Rec BOW B550	Small Dancer
Rec VIC LPM 1619	Special Folk Dances
Rec EDR XTV 62225	Square Dance Country Style
Rec EDR XTV 62223	Square Dance Fun Fest
Rec EDR XTV 62221	Square Dance Swing
Rec MAC GR 1	Square Dances, Album 1
Rec MAC GR 4	Square Dances, Album 4
Rec MAC GR 7	Square Dances, Album 7
Rec MAC GR 8	Square Dances, Album 8
Rec MAC GR 11	Square Dances, Album 11
Rec DEC DL 4043	Strauss Polkas
Rec VIC WMO 1049	Strauss Polkas

Number	Title
Rec 613.7	Time To Relax, Album I
Rec 613.7	Time To Relax, Album II
Rec 152.3	To Move Is To Be
Rec 614.86	Walk with Safety
Rec MAC GR 10	Waltzes for Square Dancers
Rec DIM D 131	Way Out Record
Rec BOW B 2051	World of Marches
Rec 613.7	Why Do I Have To Go to Sleep

CASSETTES

Cas 796.357	Jackie Robinson, Joe DiMaggio
Cas 796.357	Stan Musial, Casey Stengel
Cas 796.357	Ted Williams, Cy Young
Cas 796.332	Jim Thorpe, Knute Rockne
Cas 796.357	Lou Gehrig, Babe Ruth

*FILM LOOPS

S8mm 796.4	Basic Movement, Large and Small
S8mm 796.4	Basic Movement, Movement at Different Levels
S8mm 796.4	Basic Movements, Moving in Many Directions
S8mm 796.4	Functional Fitness, Agility
S8mm 796.4	Functional Fitness Coordination
S8mm 796.4	Functional Fitness, Balance
S8mm 796.4	Functional Fitness, Flexibility
S8mm 796.4	Functional Fitness, Arm and Abdominal Strength
S8mm 796.4	Functional Fitness, Leg Strength
S8mm 796.4	Movement Awareness, Flight
S8mm 796.4	Movement Awareness, Leads
S8mm 796.4	Movement Awareness, Shapes
S8mm 796.4	Movement Awareness, Supports
S8mm 796.4	Movement Awareness, Weight Transfer
S8mm 796.4	Basic Manipulative Activities, Foot Dribbling and Kicking
S8mm 796.4	Basic Manipulative Activities, Bouncing, Dribbling, Catching
S8mm 796.4	Basic Manipulative Activities, Hitting in Different Ways
S8mm 796.4	Basic Manipulative Activities, Rolling and Fielding
S8mm 796.4	Basic Manipulative Activities, Throwing and Catching
S8mm 796.4	Basic Manipulative Activities, Volleying in Different Ways
S8mm 796.4	Basic Manipulative Activities, Yarn Balls, Hoops and Wands
S8mm 796.4	Basic Movement, Flow of Movement
S8mm 796.4	Basic Movement, Force of Movement
S8mm 796.4	Basic Movement, Movements Fast and Slow

FILMSTRIPS

Fs 796.323	Basketball for Boys
Fs 796.357	How To Catch a Softball
Fs 796.357	How To Catch and Throw a Softball
Fs 796.357	How To Pitch a Softball
Fs 796.357	Netball Leading into Volleyball
Fs 796.357	Softball for Elementary Grades
Fs 371.73	Fitness: Exercise and Stunts
Fs 371.73	Fitness: Rhythmical Activities
Fs 371.73	Fitness: Self Testing
Fs 371.73	Fitness: Team Games (P-I)
Fs 613.7	Exercise for Happy Living
Fs 613.7	Rest and Sleep
Fs 613.7	Sleep for Health
Fs 613.8	Apparatus Fun, Part I
Fs 613.8	Apparatus Fun, Part II

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* 8mm projectors can be checked out through IMC.

SOUNDSTRIPS

Ss 372.86	California Physical Performance Test
Ss 613.7	Learning About Sleep and Rest; Learning About Growth and Exercise
Ss 152.2	Early Childhood Education, Unit I
Ss 152.1	Let's Look for Things at Home; Let's look for Things on the Playground
Ss 152.1	Simple Simon Plays a Game
Ss 152.1	This Is the Way We Get Up in the Morning; Can You Do What I Do?
Ss 152.1	What Is Missing? Girl What Is Missing? Boy
Ss 371.73	Elementary Physical Education Series

CONSTRUCTION DIRECTIONS FOR PHYSICAL EDUCATION SUPPLIES

BALANCE BEAM

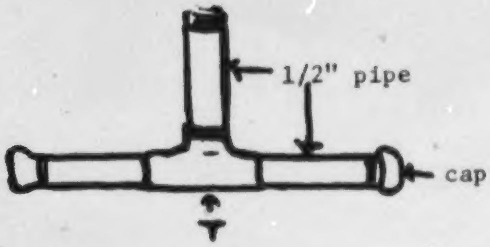
Materials

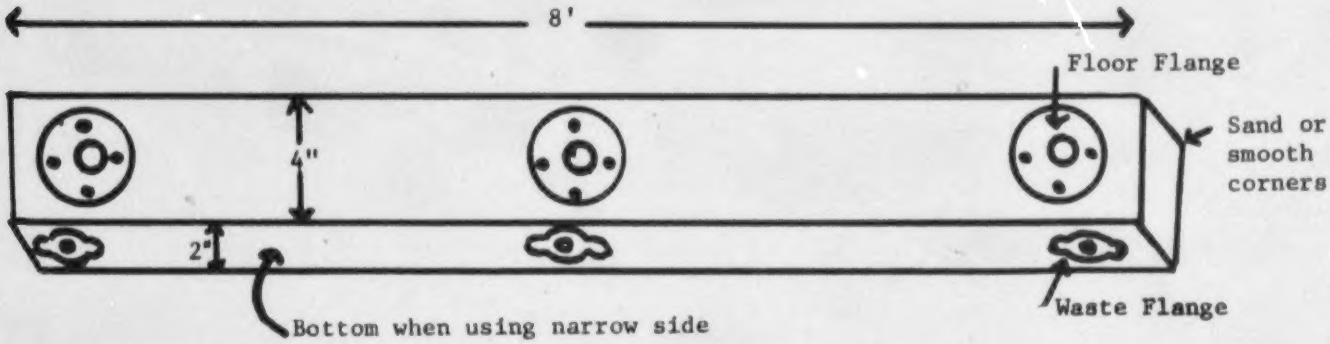
8' fir (or other fairly hard wood) 2" x 4"
(With three supports, soft wood will work.)

3 floor flanges
3 waste flanges
3 "T's"
6 caps
18 screws - round head

9 nipples 6" in length
(Length varies according to needs. Three could be longer if more height is wanted, or vice versa.)

Black 1/2" pipe
(The most reasonable is a regular stock item under Pipe and Fittings. Comes in 21' lengths.)


1/2" pipe
cap
T


8'
Floor Flange
4"
Sand or smooth corners
2"
Bottom when using narrow side
Waste Flange

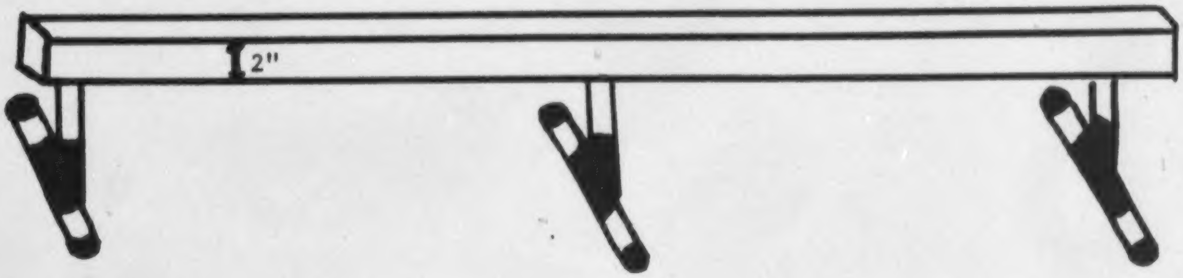
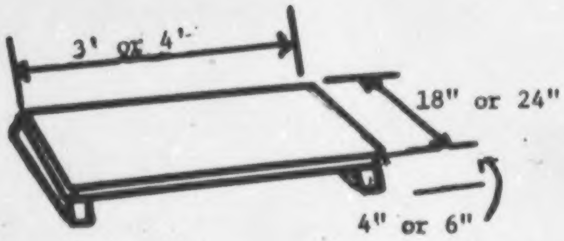


Diagram designed by M. Spahn, In-school Resource Teacher, Weinberger Elementary.

JUMP BOARD



Materials

3/4" plywood board, 3' x 18" or 4' x 24"

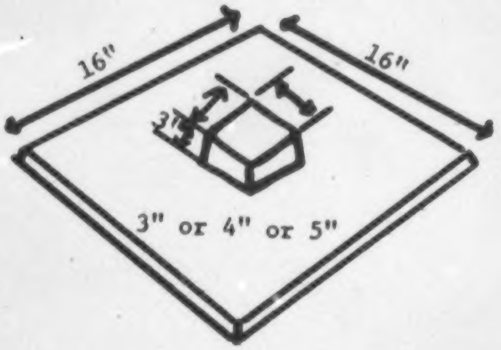
2 strips of wood, 2" x 4" x 18" or 24" for bases

12 1-1/2" flat-head wood screws for bases on both sides

Directions for Construction

1. Cut 3/4" plywood board into rectangle, 3' x 18" or 4' x 24"
2. Secure the two strips of 2" x 4" x 18" or 24" wood (one at each end) underneath surface with the 1-1/2" flat-head wood screws (6 screws to a side).

BALANCE BOARD



Materials

3/4" exterior plywood or equivalent, 16" x 16"

*3" x 3" x 3" block for base

4 #8 flat-head wood screws, 1-1/2"

4 strips of sandpaper, 1/2" x 14"

Directions for Construction

1. Cut 3/4" plywood into a 16" x 16" square.
2. Drill four holes in center for wood screws.
3. Secure the 3" x 3" x 3" block underneath the platform with the four 1-1/2" #8 wood screws.
4. Glue 1/2" x 14" strips of sandpaper on the top surface of the platform (prevents foot slippage).

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* For beginning balance board activities, 5" x 5" x 3" and 4" x 4" x 3" bases are used. (See p. 154)

GEOMETRIC SHAPES (Square, Diamond, Triangle, Rectangle)

Bases

Materials

For each base, order:

2 wood pieces, 2" x 4" x 14"
1 wood piece approximately 1" x 6" x 20"
4 5/16" bolts and nuts

Directions for Construction

1. Center 2" x 4" x 14" wood pieces side by side on 20" board.

2. Bolt pieces to board leaving a grove wide enough to hold geometric shapes (5/8") upright.

Geometric Shapes

Materials

Lath, lattice, white pine S4S, 5/16" x 1-5/8" x 4' (Stock Catalog No. 01-L-0280) 15 pieces needed for all shapes.

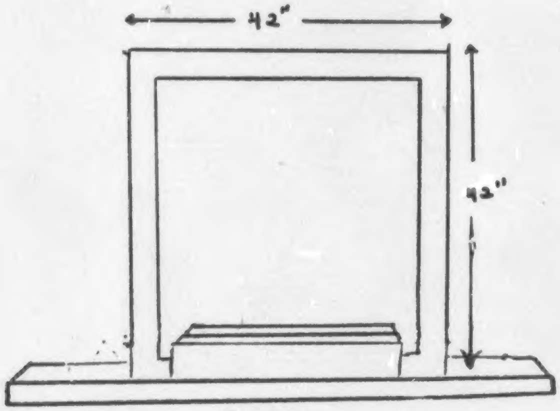
15 1/4" bolts and wing nuts. (Wing nuts enable figures to collapse for storage.)

Directions for Construction

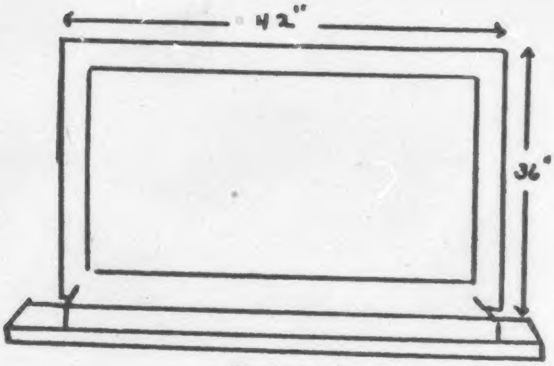
1. Cut 42" pieces of lath for square, triangle and diamond sides and two sides of rectangle. Cut two 36" pieces for rectangle.

2. Drill holes at both ends of lath pieces.

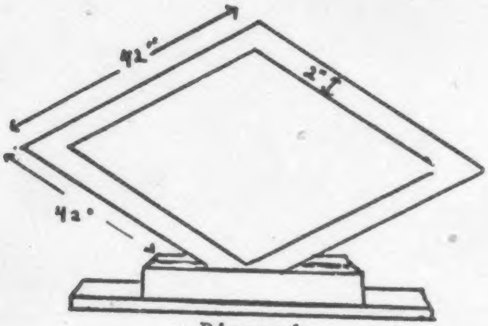
3. Assemble shapes (see diagrams below) and join together with 1/4" bolt and wing nut at each corner.



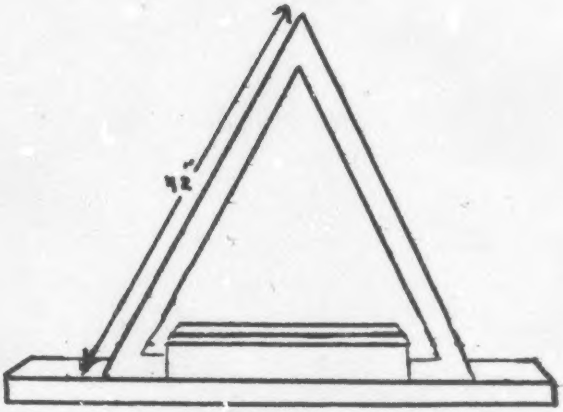
Square



Rectangle



Diamond



Triangle

YARN BALL

Materials

One skein of yarn (takes one skein per ball)

Strip cardboard 4" wide

Ball of twine

Directions

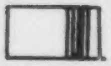


Figure 1

Step 1 Take one end of the yarn and wrap it loosely around the width of the 4" cardboard about 20 times. Cut the yarn from the skein. (See Figure 1.)

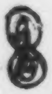


Figure 2

Step 2 Carefully slip the yarn off the cardboard and wrap the center of the yarn tightly with twine several times and tie it securely. This forms a looped bundle as illustrated in Figure 2.

Step 3 Continue, repeating Steps 1 and 2 until the entire skein of yarn is tied into separate bundles. (Usually one skein of yarn will make about 14 looped bundles.)

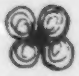


Figure 3

Step 4 Take two looped bundles and tie them together with twine by tightly wrapping the bundles in the center with twine several times then tying the twine securely. Do this until all looped bundles are tied together in two's. (See Figure 3.)

Step 5 Take two double bundles and tie them together. Be sure to tie them securely by wrapping the looped bundles in the center with twine and tying the twine tightly.

Step 6 Take two double looped bundles and tie them together. Continue adding the double looped bundles to those which have been tied together previously until all bundles are tied securely together. This will make a compact bundle of yarn well secured in the middle with twine.

Step 7 Take the scissors and cut all looped ends so the cut makes two equal lengths of yarn. When this process is completed the cut yarn ends spring apart and form a fluffy ball.

Step 8 Shape the yarn into a rounder shape by clipping off the uneven yarn ends. The yarn ball is complete.

HOOP

Materials

For 33 hoops order:

300 feet of 3/4" black, plastic pipe (Do not order PVC pipe.)

33 plastic couplings, 3/4"

Plastic glue

Supply source for the above items would be Sears, Wards, Handyman or any large hardware supply store. Prices are less for large quantity purchases.

Directions for Construction

1. Cut plastic pipe into 9' lengths (7' or 8' for primary grades).
2. Join both ends of pipe to plastic coupling. If pipe and coupling fitting is too tight, place ends of pipe in hot water. If fitting is too loose, use plastic glue.

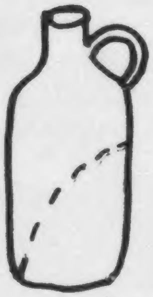
SCOOP

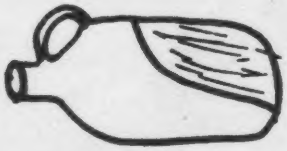
Materials

One large empty plastic bottle (sizes may vary)

Directions for Construction

Cut along dotted line for desired angle. Ordinary scissors will cut the plastic.





FOOT STOMPER

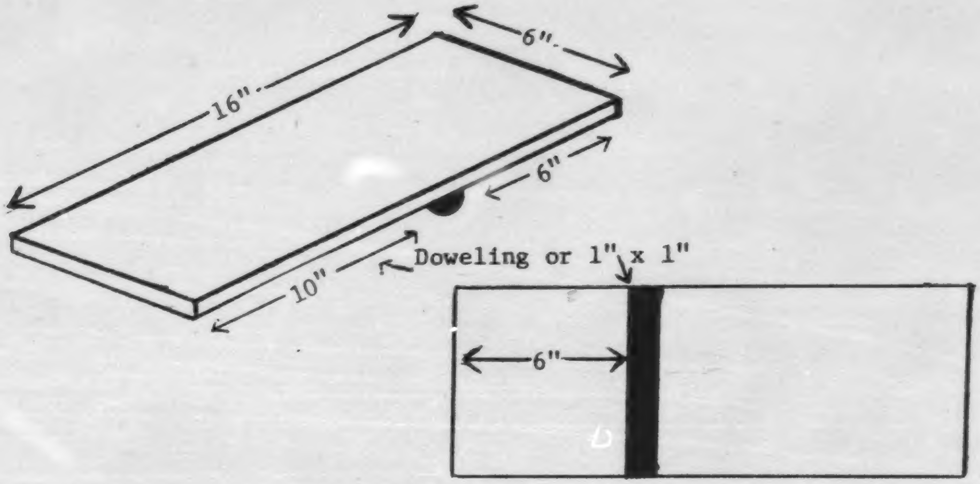
Materials

Board, approximately 6" x 16" x 1" to 1-1/2"

Piece of doweling or 1" x 1" strip of wood for base

Construction Directions

1. Glue doweling or 1" x 1" wood strip on underside of board, about 6" from the end.
2. Secure with screws or nails.
3. For sound control, a piece of old carpet can be attached to the underside of the end which hits the floor.
4. Draw foot print on stomping end.



PHYSICAL EDUCATION SUPPLY LIST
FOR
DEVELOPMENT OF BASIC MOTOR SKILLS

Note: Prices are quoted as of September 1971 and do not include tax and shipping costs.

Equipment Item	Source	Approximate Cost
Bean Bags	Elliott Norris Co., Inc. 678 Washington Street Lynn, Maine 01901	$2.50/doz.
Coordination Ladder (8')	Austin C. Lent Playground Equipment 1561 Minert Road Concord, Calif. 94520	$25.00 ea.
Elastic Stretch Rope (Magic Rope)	Physical Education Supply Associates, Inc. P.O. Box 292 Trumbell, Conn. 06611	$3.00 ea.
Geometric Crawling Shapes (7 shapes with stands)	Austin C. Lent Playground Equipment 1561 Minert Road Concord, Calif. 94520	$35.00/set
Hoops Make your own using 3/4" Poly-Pipe 80 PSI and 3/4" plastic couplings (inside).	Builders Emporium No. 651 543 Sweetwater Road Spring Valley, Calif. 92077 Phone (714) 461-2300	$2.99/100' roll (Makes 11 hoops) 19¢ ea./couplings
Jump Box and Slant Board	Austin C. Lent Playground Equipment 1561 Minert Road Concord, Calif. 94520	$50.00 ea.
Mats (folding) GSM - 5' x 10' - grey 1-1/4" polyethylene core filler	Stanley Andrews Sports Outfitters 840 B Street San Diego, Calif 92101 Phone (714) 232-2167 (Ask for Jack Cook.)	$87.00 ea. (Other sizes and colors available)

Equipment Item	Source	Approximate Cost
Parachute	Mr. Harris Transcontinental Sales 1608 West Pico Boulevard Los Angeles, Calif. 90015 Phone (213) 385-8121	$36.75 - 28' diameter orange and white nylon
	State Educational Agency for Surplus Property 4701 Eastern Ave., Bldg. 412 Bell, Calif. 90201 Phone (213) 263-6776	$12.00 - 28' diameter (personal type) Suggest calling ahead of time and placing name on waiting list.
	Long Beach Surplus Sales 7722 Garden Grove Blvd. Westminister, Calif. 92683 Phone (714) 892-8306	$30.00 - $40.00 28' diameter (price determined by quantity purchased)
Plastic Tubes (golf club tube) Used with traffic cones for obstacles.	Golfers' Exchange 2121 El Cajon Boulevard San Diego, Calif. 92104 Phone (714) 295-6337	25¢ ea.
Rhythm Sticks	Twinson Company 433 La Prenda Road Los Altos, Calif. 94022 Phone (415) 948-7558	$4.00/box (24/box)
	Doweling 1" - Non-stock	
Ropes (Cut #12 sash cord into 8' lengths)	San Diego Hardware 840 Fifth Avenue San Diego, Calif. 92101 Phone (714) 232-7123	$8.35/100'
	Non-stock	4.98/100'
Rubber Utility Ball (P.G. 7") Seamless 66-4070	Stanley Andrews Sports Outfitters 840 B Street San Diego, Calif. 92101 Phone (714) 232-2167 - (Ask for Jack Cook.)	$1.12 ea.
	Non-stock	1.00
Storage Bags (Used to store balls) 1 barracks bag will hold 15 - 7" P.G. balls	Ferer's Surplus Store Pacific Hwy. and Market Street San Diego, Calif. 92101 Phone (714) 234-6109	$2.29 ea.

Equipment Item	Source	Approximate Cost
Scooter Boards	J.E. Gregory Co., Inc. 307 Radio Central Bldg. Spokane, Wash. 99204	$75.00 set of 10
Stegel	Austin C. Lent Playground Equipment 1561 Minert Road Concord, Calif. 94520	$325.00 ea.
Traffic Cones (18")	Accurate Products Division of Industries 4370 Jutland Drive San Diego, Calif. 92117 (In Non-Stock Catalog)	$3.25 ea. $2.00 ea.
Walking Board (10')	Austin C. Lent Playground Equipment 1561 Minert Road Concord, Calif. 95420	$25.00 ea. (low) $45.00 ea. (high)

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